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ABSTRACT

This final report describes activities and accomplishments of a 3-year federally supported project that provided 326 students, ages 18-21, with developmental disabilities employment training through five community colleges and three K-12 system adult education systems. Program sites were in California, Iowa, Ohio, and North Carolina. The program utilized the POWER (Providing Options for the Workplace, Education, and Rehabilitation) model. This model has three major components: (1) a standardized performance-based assessment instrument that determines the level of support needed; (2) a computerized data management system for reporting accountability data for individual and program certification; and (3) curriculum and training modules that link assessment with instruction. Evaluation indicated that although model implementation varied across the sites, students were prepared in employment skills for career development, workplace basics/community integration, and use of natural supports. The program also led to workplace-related curriculum reform in the participating community college programs. The project provided training for site coordinators through workshops and technical assistance involving an Internet forum, e-mails, teleconferences, and site visits. Among 17 appendices are POWER marketing materials, sample POWER quarterly articles, POWER curriculum samples, sample POWER management system reports, sample training agendas, POWER evaluation surveys, a competency list, and an instructional materials guide. (DB)

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Providing Options for
POWER
the Workplace, Education and Rehabilitation

Research and Innovation to Improve Services and Results

CFDA 84.324M, Model Demonstration Project

Focus Area - General Demonstration

Grant No. H 324M980224

Final Report

March 29, 2002

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A. Executive Brief

The POWER project enables students with developmental disabilities to participate in community college programs designed to prepare individuals to obtain and maintain successful, long-term employment. A total of 326 students, aged 18-21, with developmental disabilities were served in five community college and three K-12 system adult education employment preparation programs. The programs were in the states of Iowa, North Carolina, California, Arizona, and Ohio. The overall objective of the project was to replicate the POWER employability and transition model, which was previously validated at a community-based supported employment program and at adult education programs with an employment focus.

There are three major components of the POWER model: (1) Workplace and Employability Skills Summary (WESS)—a standardized performance-based assessment instrument that determines level of support needed to perform a task; (2) Management Information System—a computerized data management system for reporting accountability data for individual and program certification; (3) Curriculum and Training Modules—tasks, strategies, and supports to link assessment with instruction. (See POWER assessment in Appendix D, sample MIS reports in Appendix F, and curriculum samples in Appendix E)

The model provided the participating programs a functional life skills curriculum and a linking standardized performance-based assessment instrument that facilitates collaboration with employers and community agencies and provides a valid and reliable process to document student and program accountability. Students were prepared in employment preparation skills for career development, workplace basics/community integration, and use of natural supports. The model led to workplace related curriculum reform in the participating community college programs.

B. Conclusions

Initially the project involved four sites and expanded to eight by the second year. These eight sites implemented the POWER system successfully. Program resources, design features, and implementation strategies to integrate the POWER model varied at the eight programs. The program features are summarized below.

- California: two adult programs in unified school districts, one PreK-12 with adult life skills and vocational training, and one with adult and transition students from four high

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schools, determined skill levels needed to succeed in life and work preparation classes, an on-site sheltered workshop, community placements, and preparation for transition to cooperating community college programs.

- Iowa: four regional community college districts used the POWER system in life and work skills classes for consumers in college residential programs, consumers in supervised apartments and group homes to reform curriculum and instruction in sheltered workshops and for community job placements.
- Ohio: a developmental center serving consumers from throughout the county with life and work skills classes, vocational training programs and a sheltered workshop used the POWER system to determine level of support needed for residential and day consumers, and to transition to competitive employment in the community.
- North Carolina: POWER provided a curriculum and assessment system for on-campus compensatory education classes in life and work skills and supported employment services to determine skills needed for on-site job placements in their college commercial restaurant as well as jobs in the community.

A new Rehabilitation Technician program at a community college in Arizona designed a training program for interns using POWER to assess clients in community organizations. Unfortunately, the director left this program before implementation could be completed.

At all eight sites, instructor evaluations on surveys rated the standardized performance-based assessment instrument in this project highly indicating it provided an observational instrument that was more realistic for students with developmental disabilities than other assessments used. Students/consumers, parents/guardians, and employers also rated the programs that implemented POWER highly. (See POWER Evaluation Surveys in Appendix I)

C. Purposes

There were three major goals for this three-year project.

(1) Replicate a successful employability and transition model that provides skills for career development, workplace basics/community integration, and use of natural supports.

(2) Provide training and technical assistance through distance learning and teleconferences and disseminate the results of the project.

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(3) Evaluate the ongoing effectiveness of the new training model for enhancing transitional services linking community colleges, employers and rehabilitation.

All the goals were implemented as planned. The formal field testing of the assessment instrument was delayed because the semester had already started when programs received notification that funding was available. Programs wanted to begin field-test activities at the start of a new school year. Another delay was at sites that double tested with POWER and another standardized assessment for state accountability purposes. The delay created no major redirection of the project.

D. Clientele

The eight programs served 326 adult students with mild to severe mental retardation as the primary category of developmental disability. Frequent secondary disabilities included cerebral palsy, mental illness, blindness and deafness.

E. Collaboration

The eight participating local agencies primarily received funding from state educational agencies and referrals from different county and state sources. Collaborative agreements with county boards of education, vocational rehabilitation and community-based organizations referred students to the schools. The two California programs also collaborated with regional centers that support adults with developmental disabilities. Additional funding for the North Carolina agency came from the State Department of Mental Health.

The California Department of Education, Adult Education Office, and the California Department of Developmental Services funded training and technical assistance activities to expand the POWER model to adult education programs and developmental centers in the state during the third year of the grant. As a result of this collaboration, two new assessment modules in independent living and community access are in development.

F. Contexts

The POWER Model in this project was adapted from a CASAS model developed for fourteen supported employment programs in California through another three-year grant (1995-98) from the United States Department of Education, Rehabilitation Services Administration

(H128T50012). A performance-based assessment had been a top priority of the CASAS National Consortium of field practitioners, Special Education Committee, for three years prior to the funding of the supported employment grant. The supported employment grant was initiated by a CARF (Rehabilitation Accreditation Commission) survey at Community Options in San Diego. The survey results indicated a need for a standardized assessment tool that would demonstrate learning gains and other learning outcomes for consumers in the program.

The eight programs participating in the POWER project are diverse. The two programs in California are in the urban areas of Los Angeles and Sacramento. The Los Angeles area program is CARF accredited and the largest adults with disabilities program in California. The Sacramento program is designated a program of excellence by the California Department of Education. The Dubuque, Iowa site is a regional college in a small town in a rural setting while the other three community colleges in Iowa are in rural towns serving a large regional area. All of the Iowa training programs maintain CARF accreditation and are model programs for meeting state accountability standards. The Mt. Vernon site in Ohio is in a small town that serves consumers in its residential facility and day consumers from throughout the county while the North Carolina community college serves day consumers from a large rural county. The Ohio Department of Health provides licensure for the Ohio site. The state mental health agency provides accreditation for the North Carolina site. Transportation services hindered job placement and student participation in the supported employment program at the North Carolina site where the waiting list remained large.

All eight programs eagerly piloted the new standardized performance-based assessment. The programs, seeking a functional assessment appropriate for students with developmental disabilities, also needed a system useful for state accountability. In order to achieve this goal, all of the programs participated in a calibration study the third year of the project. Programs from adult schools and developmental centers in California also participated in the calibration study. All of the programs concurrently assessed their students who participated in the project with POWER and selected CASAS standardized paper-pencil multiple-choice life skills assessments. The results of the calibration study showed a correlation between POWER performance levels and levels on the CASAS standardized scale. This major outcome makes it possible for programs to report significant learning gains on a standardized scale for all students ranging from those with developmental disabilities to high school functional level.

G. Project Activities

The planning phases for this project followed a three-year timeline. The first year, project sites reviewed and revised POWER materials to make them relevant to community colleges and to design training. A storyboard outline was created for an Overview video and design features established for the POWER Forum on the CASAS Web site.

The second year focused on design of the training process and materials. Training focused on the purposes and procedures for using the three major components of the POWER system. (See sample training agendas in Appendix G). The completed Overview video contributed to the development of distance training and enhanced face-to-face training. Together, the Overview video and Scoring video (developed in a previous federal grant) further standardized the entire training process. (See Scoring Video Practice Sheet in Appendix H) The first implementation training for coordinators of four sites occurred in October 1999. (See *CASAS Quarterly* article, Winter, 1999, p. 7 in Appendix B) Four additional sites joined the project. (See Adoption Contacts and Addresses in Appendix O)

The third and final year of the project focused on evaluation and dissemination activities. Third year training concentrated on validating the skills assessed, improving the quality of the data collected, and use of the MIS reports for program improvement, particularly to document learning gains. Implementation training occurred at all eight sites during the fall of 2000. Follow up focus groups at the CASAS National Summer Institute 2001 evaluated progress and allowed participants to exchange ideas about how to improve their use of the system within their programs. Each site presented a Promising Practice on use of the POWER assessment, linking assessment results with curriculum, or MIS software for report generation. Design of all materials was finalized and materials made available for dissemination. Students, instructors, parents/guardians, and employers received final evaluation surveys.

CASAS provided technical assistance via the Internet POWER Forum, e-mails, teleconferences, and site visits throughout the three years. Continued training, technical assistance, and new adoption sites remain a focus of the POWER project after initial federal funding to pilot this project.

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POWER's success resulted from collaboration of CASAS team members, instructors, students, parents, employers, and counselors at the pilot sites. New materials and training to improve this collaboration remain a commitment of CASAS.

The project director provided leadership and expertise for assessment design, training, technical assistance, and evaluation activities. The project manager with the POWER development team designed the components of POWER to meet current national standards for curriculum management and assessment processes. She recruited sites and oversaw the adoption of POWER into their programs. The curriculum and dissemination specialist designed training format and multi-media materials. She was responsible for disseminating information and materials using the guidelines of the CASAS National Dissemination Network. The research associate was responsible for collecting and reporting the data from the eight sites. He provided training and technical assistance on the MIS. An external evaluator and educational statistician designed the research methods for the study, analyzed the data collected, and reported the findings included in the POWER Calibration Report. Personnel associated with the project sites made invaluable contributions of time and dedication to the development process, the successful implementation of, and the dissemination throughout their states of the POWER system.

Pilot staff described the components of the POWER system as innovative. The Workplace and Employability Skills Summary (WESS) standardizes common performance level ratings. For the first time scores on a performance-based and paper pencil assessment instruments for youth and adults are correlated on the same standardized scale using Item Response Theory (IRT) for measurement of student learning. All replication sites are able to report growth for students who have developmental disabilities on the same scale as other students scoring up to a high school completion level. The POWER assessment and calibration enhanced the use of the CASAS skill level descriptors for consumers with developmental disabilities. The scale scores and matching CASAS level descriptions for paper-pencil assessments also correlate with the performance assessment. (See CASAS Skill Level Descriptors in Appendix Q) The POWER curriculum modules link directly to the competencies measured on the assessment. (See POWER Curriculum Sample in Appendix E) The modules provide teachers with a resource in a task analysis format and provide ideas for instructional planning. Lesson plans can be targeted to the areas that need instruction. The MIS provides a reporting and accountability tool for funding sources to justify placement decisions for all students who have developmental disabilities. (See Sample MIS Reports in Appendix F)

The following chart shows the relationship among CASAS team members and site personnel.

Project Management

	Planning	Implementation	Evaluation	Dissemination
Project Director	X	X	X	X
Project Manager	X	X	X	X
Curriculum Specialist		X		X
Research Associate		X		X
Site Personnel		X	X	X

In addition to the training materials and the actual components of POWER, a number of marketing materials were created during the project. (See sample flyers, brochures, and Web page screen shots in Appendix A)

No trainings were held in 1998-1999. Four initial project sites and eleven elected officials and social service administrators from Denmark were trained in 1999-2000. In March 2000, the Assistant Secretary of the United States Department of Education, Office of Special Education and Rehabilitative Services Judy Heumann met with the CASAS POWER team members and Community Options team members, including parents of consumers, to discuss the implementation of the National Demonstration Project. There were ten trainings during 2000-2001 and an additional seven trainings between September and December of 2001.

Team members often presented POWER at conferences each year of the grant. (See POWER Conference Presentations in Appendix N) Conference presentations on the POWER system remain a focus after initial funding from this federal grant.

The Calibration of the Performance Levels on the POWER Assessment to the CASAS Standardized Scale research report and the Scale Score Conversion Chart were completed in December 2001. Calibration of new POWER assessment instruments will use the same research methodology established for the employability assessment. New assessment areas targeted for

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development are independent living and community access. (See POWER Calibration Report in Appendix C)

H. Evaluation Activities

The major features of the evaluation process were 1) research briefs on implementation and barriers experienced for the assessment, curriculum, and MIS; 2) the calibration study; 3) evaluation surveys. Evaluation activities also included structured on-site, and teleconference interviews. All of the sites adopted the common features of the POWER model. The eight sites reported this adoption by highlighting a POWER Promising Practice for their program at a Focus Group Meeting at the 2001 CASAS National Summer Institute. All of the sites used the management information system to generate demographic and learning gain results for the twenty-seven basic skills on the POWER employability assessment.

Each program adopted the POWER model to fit their individual and unique program resources for employment-based instruction. The POWER Promising Practices summarize the unique features for each site.

The New Brunswick Community College used the POWER system in a their interagency program of five collaborative programs. Results of the POWER assessment enabled instructors to determine skills needed for consumers in the life and work skills taught in the compensatory education program, the adult developmental vocational program, and the supported employment program. Pre- and post-assessment results guided the writing of objectives for Individual Habilitation Plans (IHPs).

POWER assessment results identified new competencies and basic skills that the Mt. Vernon Developmental Center needed to include in training at the sheltered workshop, community job sites and at consumers' residence. The identification of these skills resulted in establishment of staff training for associative job skills and a new curriculum focus. The POWER Curriculum Modules became an instrumental part of the center's program in addition to training for specific job tasks.

The Northwest Iowa Community College used the POWER assessment results to determine learning objectives for Individual Program Plans and created "Life Lessons" as a focal point for life and work skills classes at the Village sheltered workshop and community-based job placements. Staff training was well planned to implement each part of POWER assessment process, including collecting data for consumer profile records, identifying skills for individual plans and selecting appropriate life lessons, and compiling post-test gains for consumer evaluation. The POWER Curriculum Modules proved instrumental for creating the lessons.

The POWER assessment and curriculum modules at North Iowa Area Community College created new objectives for Individual Program Plans. The individual plans increased access to collaborating rehabilitation agencies and provided educational supports needed for consumers. The educational supports system enabled consumers to reach a higher level of success.

Northeast Iowa Community College piloted the POWER assessment and curriculum in an ARC work activity center and basic skills classroom. The college collaborated with a residential care program to provide life and work based training. The POWER assessment results enhanced individual care plan meetings twice a year. The POWER skill areas of career development, workplace basics, and use of natural supports gave meaningful structure to the care plan report.

Iowa Valley Community College used POWER to enhance access to life and work skills classroom instruction for consumers in community volunteer work and sheltered workshops. The instruction in a career development center served as a source and inspiration for new and creative methods to offer support to the consumer. The system provided a common language that aided communication with all programs involved in educational learning plans for the consumers.

A. Warren McClaskey Adult School increased their level of program accountability with the POWER assessment and curriculum system. POWER provided an alternative and functional work and life skills assessment for consumers that met Workplace Investment Act (WIA) and California Department of Education regulations. The POWER MIS provided data showing growth of consumers from year to year as well as longitudinal data needed for long-term benefits.

The curriculum and instructional components at Hacienda La Puente Adult School were expanded with the implementation of POWER. New options for classes created for consumers in addition to the school sheltered workshop and enclaves included regular classes in adult basic education, vocational training, and the community college. A common assessment tool provided consistency in data collected and reporting of demographic data and learning gains.

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All of the instructors at the eight project sites felt that the POWER model assisted their programs to report student and program outcomes with more accurate data for state accountability standards than what they had previously used. The model substantiated placement decisions for students for referral agencies and funding sources. Other comments on the instructor evaluations include: 1) that assessment results make it possible to identify specific areas needed for training; 2) test results help create good lesson plans; 3) the competencies provide new areas for curriculum, especially natural supports; 4) the capacity description helps to explore all areas of a person's life. (See the Evaluation Survey forms in Appendix I)

Parents and guardians expressed that the total project assisted their child to develop teamwork skills, self-esteem, and responsibility by working. Employers felt that the workers developed good public relations with customers and were well trained for and well matched to their jobs. The employers also found it easier to fill entry-level jobs. Some consumer comments are, "got me a job", "looked at my job interests", "taught me to get along with people", and, "helped me to find more and different kinds of work".

Participants reported some barriers. Instructors' feedback indicated a need for competencies in independent living, community access, and social networking, as well as employability. They also need to have two years to report progress instead of one and want the MIS to more easily report learning gains in POWER competencies over multiple years.

Parents and guardians wished to have follow through services for at least a year; more and better transportation; higher pay for their children; and, more training in community integration. Employers wanted more training in social skills and self-esteem and better transportation services from the program. The consumers hoped for more work hours and more money. They also wanted their instructors and coaches to help them more with personal problems.

I. Model-building Accomplishments

The POWER model consists of three major components.

- *Workplace and Employability Skills Summary (WESS)*—standardized, performance-based assessment instrument to determine performance levels (See POWER Assessment Instrument/Observation Guide in Appendix D)

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- *Management Information System*—computerized data management software to report individual and program certification and accountability (See Sample POWER MIS Reports in Appendix F)
- *Curriculum and Training Modules*—consist of tasks, strategies, and supports to link assessment with instruction (See POWER Curriculum Modules in Appendix E)

The WESS consists of several parts: the Personal Data Form collects individuals' demographic information; the Performance Record is the assessment instrument; the Skills Profile summarizes the Performance Record; the Observation Guide provides guidelines for scoring on each of the assessed competencies; and, the Capacity Description describes strengths that may not be evident from the Performance Record alone. The assessment is completed through observations and provides instructors with the capability to report performance levels for students/consumers with developmental disabilities. The first observation serves as a pretest and identifies skills that need to be targeted in training. The second observation is typically the post-test for most programs. This was the case for the community college and K-12 districts with adult programs in this project. There is an opportunity for three observations per year, in which case, the second one is administered mid-year. The purpose of the mid-year observation is to monitor progress, determine appropriate job matching for the student, and confirm job placement. (See samples of the Personal Data Form, Skills Profile, Capacity Description, Performance Record and Observation Guide in Appendix D)

The assessment results link to the POWER Basic Skills curriculum. This curriculum is coded to the CASAS competency list. These competencies and basic skills are identified and validated by the CASAS National Consortium, Special Education Committee, a group of field practitioners that meet semi-annually. Designation of priority basic skills on POWER assessment instruments generate from overall CASAS competencies. Basic skills targeted for each POWER assessment instrument appear on the POWER Priority Basic Skills List. (See CASAS Competency List in Appendix K and POWER Priority Basic Skills in Appendix L) Instructors use the curriculum and assessment results to create lessons plans that target specific competency areas. (See samples of curriculum modules in Appendix E) Instructors can use the CASAS *Instructional Materials Guide* and *Quick Search* software to locate other classroom materials that target needed competencies. (See CASAS Instructional Materials Guide/QuickSearch in Appendix M)

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The POWER Management Information System is a relational database that manages demographic data, job information and assessment results. The MIS is unique in that, for the first time, it is possible to link demographic data and job information with assessment results for a consumer. For example, it is possible to determine if a particular minority group is making as much progress as other groups; or, if as wages increase, do learning gains increase? The MIS can generate reports that document individual and program improvement. This documentation can be used for state accountability standards and requirements of certification agencies such as Department of Mental Health and CARF. (See sample reports in Appendix F)

The POWER model follows the CASAS system that integrates curriculum, assessment and instruction. Development of all CASAS assessment instruments and support materials use this uniform CASAS system. (See CASAS POWER Model in Appendix P)

The POWER system is unique in that, unlike informal functional life skills checklists and most formal paper/pencil assessments for adults, POWER provides an observation guide and scoring criteria to standardize performance levels. The scoring video and other scoring practice is used to train assessors how to score the assessment.

The POWER model is already being adapted to different settings. Adult education and developmental center programs in the state of California have adopted the model as a result of the outcomes reported for these eight programs. A secondary transition program that focuses on community job placements and training is now piloting the assessment for adoption purposes. California and Iowa are now planning statewide adoptions.

The three-year budget detail and the budget summary for the third and final year of this project (2000-2001) appear in Attachment J. The budget lists the federal as well as applicant contributions and expenditures, with the remaining balance. The budget expenditures are in accordance with the allocations and no unexpended funds remain at the end of the budget period.

The current cost of the test administration manual and assessment booklets for 25 students totals $155.00. The data management software, if used, and 100 answer sheets total $1,245.00. The cost of the curriculum modules is $100.00. The cost of initial CASAS training is $3,000 and is usually covered by state adoptions. This training includes a needs analysis, preparation, and training materials and provides agencies with flexibility to use several different assessment instruments. After initial training the cost to receive training in other CASAS assessment

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instruments is far reduced. A distance training component currently planned for development will significantly reduce the cost of training.

All components of the POWER system will continue to be available for new adoptions. They are currently listed in the CASAS Resource Catalog. CASAS regularly receives inquiries regarding adoption of POWER. Inquiries about POWER should be directed to Virginia Posey, PhD at gposey@casas.org Information about POWER is also available on the CASAS Web page at www.casas.org Interested persons can contact the pilot sites in this national demonstration project (See Adoption Contacts and References in Appendix O)

J. Appendices

A. POWER Marketing Materials
B. Sample POWER Quarterly Articles
C. POWER Calibration Report
D. POWER Assessment Instrument/Observation Guide
E. POWER Curriculum Samples
F. Sample POWER MIS Reports
G. Sample Training Agendas
H. Video Scoring Practice Sheet
I. POWER Evaluation Surveys
J. Budget and Summary
K. CASAS Competency List
L. POWER Priority Basic Skills
M. CASAS Instructional Materials Guide/QuickSearch
N. Conference Presentations and Trainings
O. Adoption Contacts and References
P. CASAS POWER Model
Q. CASAS Skill Level Descriptors

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Appendix A
POWER Marketing Materials

For Immediate Release *November 5, 2001*

Press Release - POWER

New Accountability Measure for Adults with Developmental Disabilities

POWER - Providing Options for the Workplace, Education, and Rehabilitation, is a new standardized performance-based assessment and curriculum system for adults with developmental disabilities that meets national performance standards. It was developed by the Comprehensive Adult Student Assessment System (CASAS), a national research and development organization, in coordination with several local and state agencies needing a functional life-skill accountability system.

POWER can be used to document learning gains for program accountability and to determine the level of support an individual will need to be successful in employment and post-secondary settings. The system is based on field-generated priority competencies in workplace basic skills that are deemed significant for long-term employment. The skills include the areas of independent living, use of natural supports, community access and integration, and employment.

Major Components of the POWER System

The assessment is completed through observations and each component provides users with the capability to report performance standards for adult students and consumers with developmental disabilities.

- *Workplace and Employability Skills Summary (WESS)* – pre and post performance-based assessment instrument to determine standardized performance levels.
- *Management Information System* – computerized data to report individual and program certification and accountability.
- *Curriculum and Training Modules* – consists of tasks, strategies, and supports to link assessment with instruction.

Benefits of Using POWER

POWER provides benefits for partners interested and involved in reporting learner progress and increasing employment options for adults with developmental disabilities. These partners have stated comments included below.

- *Students and Parents* – talk about class or work and competencies needed rather than "the test," empower student to be part of own learning, promote family support in use of community resources, feel part of child's education.
- *Instructors* – monitors progress through observation, plan goals with learners, documents learner performance for state funding agencies, facilitates communication for case management with other staff and community service personnel.
- *Employers* – improves quality of work performance, provides record of employee's growth on job, enhances communication with training staff, relates goals of job development specialists.
- *Administrators* – provides standardized performance assessment for learners, reports concrete growth year to year, provides longitudinal data for accountability, documents learner performance for the Workforce Investment Act and other state and federal policymakers.

Validation of System and Groups Represented

POWER has been field-tested and validated over a six-year period with over 2500 adults with a wide range of developmental disabilities. They participated in community-based supported employment, adult education programs, community colleges, and developmental centers. Funding sources include grant awards to CASAS from the United States Department of Education, California Department of Education, and the California Department of Developmental Services.

***For Further Information** see the CASAS Web Page, www.casas.org, and select Special Needs/POWER under What's New on the left side of the main menu, call CASAS at (800) 255-1036 or (858) 292-2900, e-mail casas@casas.org or write to CASAS, POWER System, 5151Murphy Canyon Rd., #220, San Diego, CA 92123.*

POWER

Literacy skills are essential for ALL learners to function in the twenty-first century. *POWER*, an effective, standards-based curriculum and performance assessment system, is available to guide instruction and measure the skills and potential of adults with developmental disabilities.

What is POWER?

POWER - Providing Options for the Workplace, Education, and Rehabilitation, is an innovative curriculum and standardized performance-based assessment system for adults with developmental disabilities that meets national performance standards. CASAS, a national research and development organization, in coordination with several local and state agencies developed POWER to meet the need for a functional life-skills curriculum and accountability system.

POWER enables teachers to target instruction to the skills individuals need to be successful on the job and in the community. It provides a validated, standardized assessment to document learning gains for program accountability and to determine the level of support an individual will need to be successful in employment and post-secondary settings. The system is based on field-generated priority competencies in workplace basic skills that are significant for long-term employment. The skills include the areas of independent living, use of natural supports, community access and integration, and employment.

Who can use POWER?

POWER is appropriate for instructors and support specialists in adult education, community college, supported employment, transition-to-work, community-based programs, and developmental centers.

How will POWER help me?

The development of *POWER* was a response to the needs of local practitioners and the CASAS National Consortium for relevant assessment systems for adults with disabilities. The POWER system also meets the requirements for the use of validated, standardized assessment in reporting learning outcomes for the National Reporting System (NRS), Workforce Investment Act (WIA), Title II, Section 225, of the Adult Education and Family Literacy Act (PL) 105-220. Agencies can use POWER to help meet employability certification standards such as those required by the Rehabilitation Accreditation Commission (CARF) and state mental health agencies.

POWER makes it easy to design lessons and assess individuals for whom it is often difficult to show progress. *POWER* performance levels are linked to the CASAS scale and provide a continuum of progress for all students.

Where can I receive training?

A full day of implementation training to use the *POWER* curriculum, assessment, and data management software is available at CASAS, at the CASAS Summer Institute, or at your agency upon request.

For more information on the POWER system, contact Virginia Posey, PhD at CASAS at 1-800-255-1036, or email gposey@casas.org.

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POWER

Providing Options for the Workplace, Education and Rehabilitation

CASAS

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Literacy
Skills are
essential for
ALL learners to function
in the twenty-first century.

POWER — Providing Options for the
Workplace, Education, and Rehabilitation —
is an effective, standards-based
curriculum and performance assessment system that guides instruction and
measures the skills and potential of adults
with developmental disabilities.

"taught me to get along with people" ...**consumer at Hacienda La Puente Adult School, CA** ◇ "The **POWER** assessment result

Providing Options for
POWER
the Workplace, Education and Rehabilitation

UNIQUE FEATURES

The **POWER** system provides employers, trainers, educators, and families a solution for determining the level of support an individual with developmental disabilities needs to be successful in independent living at home, in the community, and on the job. POWER includes a standardized assessment instrument that measures skills on a continuum of self-sufficiency. It is the first performance and standardized assessment instrument in the country in which the performance levels for each POWER skill are correlated to standardized scaled scores; consequently, all individuals, regardless of ability levels, are assessed using the same standardized scaled score continuum. The skills assessed include use of natural supports, career development, and integration into the social culture of employment. POWER also offers assessment in the three content areas of Independent Living, Community Access and Employability. Most other assessment instruments address only one area of skill development such as independent living or employability.

In developing POWER, CASAS has responded to national, state, and local agency needs for a standardized and relevant assessment system for individuals with developmental disabilities. POWER meets the national accountability performance standards for individuals in adult and community education programs. Local field practitioners including the CASAS National Consortium helped CASAS to identify, validate and prioritize CASAS competencies for POWER and assisted in field-testing and validating the performance assessment measures.

POWER focuses on

◇ Providing accountability to consumers, employers, families, funding sources
◇ Assessing basic workplace skills
◇ Facilitating the custom design of training and individual plans
◇ Monitoring the progress of consumers and learners

make it possible to identify the specific areas needed for training."...**Staff at Village Northwest Unlimited , NW Iowa CC**

Providing Options for
POWER
the Workplace, Education and Rehabilitation

KEY BENEFITS

Determines Level of Support Individuals Need

POWER determines the level of support an individual needs to be successful in employment and post-secondary settings. The system consists of field-generated priority competencies in workplace basic skills such as independent living, use of natural supports, community access and integration, and employment that are significant for long-term employment. Agencies can now use the CASAS National Scale to document and report learner gains for all individuals in a relevant and functional context.

Meets test reliability and validity criteria

A rigorous six-year period of field-testing resulted in a validated instrument that is calibrated to the CASAS national standardized scale. More than 2500 adults with a wide range of developmental disabilities from community-based supported employment, adult education, community college, and developmental services programs participated in the field testing.

Relates Job Information to Functional Assessment

POWER includes the only standardized assessment instrument that relates basic workplace skills of an individual to job information for the individual such as wages, hours worked per week, and number and description of jobs held as required in the Workforce Investment Act (WIA) of 1998. Agencies can use this information to design more appropriate job matches for individuals and can easily generate reports with the POWER management information system.

Identifies Priorities for Individualized Instruction

POWER enables instructors to target instruction to the skills individuals need to be successful in home living situations, on the job, and in the community. The assessment results identify priority areas of performance that are easily transferable to set goals for Individual Plans. Instructors then use the POWER Curriculum to develop effective lesson and training plans to meet these specific goals.

"**POWER** in the classroom helps my child to develop teamwork skills, self-esteem, and responsibility by working."...**parent at Brunswic**

Providing Options for
POWER
the Workplace, Education and Rehabilitation

Addresses needs of Partners in Education

POWER provides benefits for partners interested and involved in reporting learner progress and increasing employment options for adults with developmental disabilities

◇ **Individuals and Parents**

POWER promotes family support and participation in the learner's education and use of community resources. It empowers individuals to be a part of their own learning, and provides direction in achieving personal goals.

◇ **Instructors**

By assessing initial level of ability and monitoring individual progress, instructors can assist learners plan goals, document learner performance for classroom accountability, and facilitate communication for case management with other staff and community service personnel.

◇ **Employers**

Many POWER skill areas emphasize improving quality of work performance and increasing interaction with co-workers. Implementation of POWER provides a record of an employee's growth on the job, and enhances communication with training staff.

◇ **Administrators**

POWER tracks individual and program year-to-year growth, provides longitudinal data for accountability, and documents learner gain for program accountability and Workforce Investment Act reporting.

nteragency Program, BCC, NC ◇ "These results help me create good lesson plans."...**teacher at Tama Career Development Ctr., Iowa**

Providing Options for
POWER
the Workplace, Education and Rehabilitation

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POWER SYSTEM COMPONENTS

Workplace and Employability Skills Summary (WESS)

The **WESS** is the assessment component of the **POWER** system. It documents an individual's ability to perform skills related to successful employability by identifying the level of assistance needed to perform the skill. Instructors and support specialists can track progress in attaining these skills and identify specific support services to improve work performance.

The WESS includes:

◇ **The Performance Record** which defines all skills areas in **POWER** and documents the individual's observed level of performance at an educational program or employment site

◇ **The Observation Guide** features standardized criteria that describe levels of performance designated for a particular skill. Performance level ranges from a score of 0, cannot perform the given skill with any level of assistance, to 4, or full independence

◇ **The Individual Profile consists of three parts**

I. The Personal Data Form records demographic information such as age, gender, ethnicity, disabilities, and strengths.

II. The Skills Profile provides a convenient place to record all 27 skill areas on one form, and serves as a "quantitative summary" of the individual's performance.

III. The Capacity Description provides a convenient place to record a "qualitative summary" for the individual and focuses on observed strengths. It is a written narrative based on the observations, personal experience, and knowledge of the consumer.

"The workers...developed good public relations with customers and were well trained for and well matched to their jobs.

Providing Options for
POWER
the Workplace, Education and Rehabilitation

Overview and Scoring Videos

POWER includes an Overview Video which highlights the system's unique features and components. The Scoring Video depicts realistic examples of typical performance tasks and assist levels. The Scoring Video helps program staff complete POWER observations accurately and ensures standardized scoring throughout the Performance Record.

Management Information System

The POWER Management Information System (MIS) is integrated into the TOPSpro™ software system. TOPSpro™ is used nationwide and provides computerized tracking for program accountability. It manages data on each individual for the POWER system components including assessment results, demographic information, and employment history. The POWER component of TOPSpro™ generates a wide variety of accountability reports for the individual, agency, classroom, employment site, and funding agencies.

Curriculum and Training Modules

The POWER Curriculum and Training Modules assist instructors and trainers to develop an effective instructional plan for each individual. Instructors can improve learner gains by using the assessment scores to target specific skills needed for instruction. The POWER curriculum includes training modules for each of the POWER skill areas. Each module lists the competency statement, provides a task analysis of each skill area, and suggests instructional activities designed to improve individual performance on that competency.

..**employer in San Diego, CA** ◇ "helped me to find more and different kinds of work"....**consumer**

Providing Options for **POWER** the Workplace, Education and Rehabilitation

CASAS
www.casas.org
800-255-1036 or 858-292-2900
5151 Murphy Canyon Rd., #220
San Diego, CA 92123

DEVELOPMENT FUNDING FOR POWER CASAS developed, field tested, and validated the POWER system primarily through state and federal grant awards. The CASAS field-based National Consortium including representatives from adult education, disabilities programs, community colleges, supported employment, and developmental centers participated in the validation of the content and assessment and provided continuous feedback on for each development phase.

- U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitative Services Administration (1995-1998, #H128T50012)
- Office of Special Education Programs – Research and Innovation to Improve Services (1998-2001, #H324M980224)
- California Department of Developmental Services (2000-2002)
- California Department of Education, Adult Education (2000-2002)

CASAS

Special Needs

Special Needs

- Adults/Developmental Disabilities
- Adults and Youth/ Specific Learning Disabilities
- Adults and Youth/ Other Disabilities
- POWER
- Accommodations/ ADA Requirements
- Training Available
- Downloads
- Forum

Special Needs

CASAS has several assessment and curriculum management systems to serve learners who have special needs. These systems focus on adults who have developmental disabilities, adults and youth who have specific learning disabilities, and adults and youth who have other disabilities. CASAS works with a field-based consortium of agencies serving special needs learners to ensure that its assessment systems and curriculum management strategies meet the new and diverse needs of special learners.

For More Information

For further information on CASAS Special Needs Assessment, contact Virginia Posey, Ph.D. at (800) 255-1036, ext.363

Special Needs

POWER

- Special Needs
- Adults/Developmental Disabilities
- Adults and Youth/ Specific Learning Disabilities
- Adults and Youth/ Other Disabilities
- Accommodations/ ADA Requirements
- Training Available
- CASAS Resource Catalog
- Downloads
- Forum

POWER

✶POWER Brochure

✶Training/ Implementation

✶Ordering information

POWER is an innovative performance-based assessment and training system for adults who have developmental disabilities. It was developed by CASAS, a national research and development organization, in coordination with Community Options, a major supported employment agency with fourteen programs serving adults with developmental disabilities. Both CASAS and Community Options are under the auspices of the Foundation for Educational Achievement in San Diego.

Funding to develop the POWER system was provided through two three-year federal grant awards to CASAS from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitative Services Administration (#H128T50012, 1995-1997) and the Office of Special Education Programs - Research and Innovation to Improve Services (#H324M980224, 1998-2001). The system has been field tested and validated with community-based supported employment programs and employment-focused programs in adult education.

The POWER system has been field tested and validated over a five-year period with adult education, community-based supported employment, and community college programs.

Three major components of the system:

- Workplace and Employability Skills Summary (WESS) which is a standardized performance-based assessment instrument
- Curriculum and training modules that link to each competency assessed and provide tasks, strategies, and supports

- Computerized management information system that provides data needed for program certification and accountability

Unique features provide needed information for programs to make appropriate placement and intervention decisions:

- Determines support services individuals need to function successfully in workplace and community
- Relates job information to functional consumer assessment providing individual as well as program accountability
- Focuses on career development and personal choice, workplace basics and integration into the workplace and community, and use of natural supports in the home, work, and community

For More Information

For further information on CASAS Special Needs Assessment, contact Virginia Posey, Ph.D. at 1-800-255-1036, ext.502.

CASAS

Training

- Special Needs
- Adults/Developmental Disabilities
- Adults and Youth/ Specific Learning Disabilities
- Adults and Youth/ Other Disabilities
- POWER
- Accommodations/ ADA Requirements
- CASAS Resource Catalog
- Downloads
- Forum

For More Information

For further information on CASAS Special Needs Assessment, contact Virginia Posey, Ph.D. at 1-800-255-1036, ext.502.

Special Needs

Training Available

Specialized training workshops build the capacity for coordinators, instructors, and human resource professionals to implement the CASAS system components that meet both agency and learner needs.

Special Needs Training

Professionals working with individuals who have special needs require special skills. This series of training integrates CASAS competencies, assessment and targeted instruction for special populations and provides the means to monitor progress and develop evaluation measures.

Tests for Adults with Special Needs (Forms 310-340)

A one-day training session is needed in order to use the assessment (Forms 310-340 for Levels 2A to 5A). The training focuses on using the individually administered assessment to determine needed instruction for adult students 16 years and older who have developmental disabilities.

POWER Assessment

Training to use the POWER assessment can be done through a one-day workshop session. Training focuses on scoring performance with standardization, linking curriculum modules for support and training needed by students, and reporting assessment results with the management information system.

Specific training may include these sessions:

- CASAS Implementation Training: Developmental Disabilities
- CASAS POWER Training: Developmental Disabilities
- STRETCH Curriculum and Assessment

Materials addressed:

- CASAS Tests for Adults with Special Needs
- *CASAS Instructional Materials Guide*
- POWER Assessment, Curriculum, and MIS
- STRETCH Curriculum and Assessment

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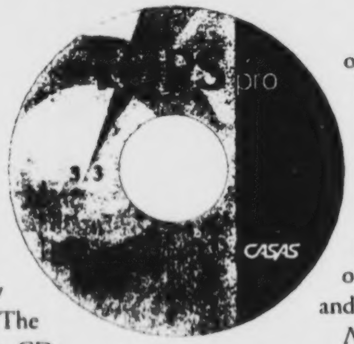
Appendix B
Sample POWER Quarterly Articles

TOPSpro 3.3 Scheduled for Release



In November, CASAS released version 3.3 of its TOPSpro software. This is the latest in a continuing series of updates adding new features and improvements. The update will be distributed via CD-ROM to all registered users of TOPSpro. Here are some of the changes you can look forward to.

Next Suggested Test. This is a new report designed to take all the legwork out of deciding which test to administer to individual students. Some students are administered tests that are either too difficult or do not allow enough room to demonstrate learning gains. In both cases students are denied the opportunity of making their best gain before they even open the test booklet. In order to maximize gains, a student needs to take a test that best matches the student's ability.

TOPSpro makes this process easier with the Next Suggested Test Report. TOPSpro searches the database to find the last test a student took in any class, site or agency, as long as the information is within the same installation. Based on the form and score of the last test taken, TOPSpro suggests what the next test level should be. It makes this suggestion for tests in each modality that a student has tested in: reading, math and listening. The report can be sorted either by student name, or by test score, which has the effect of grouping students together who should be administered the same form.

Paperless Reports. TOPSpro users have asked for the ability to send reports to file as well as to printer. Version 3.3 grants this ability by using a PDF file creator. PDF is the standard format used for sharing read-only documents. Within the report setup screen in TOPS is an option to send output to printer or file. If file is chosen, then the report will be written to disk, which can then be printed on demand, or e-mailed to teachers and administrators.

New Modalities. CASAS is currently expanding its range of assessment instruments to include modalities of writing, speaking, grammar, and citizenship. A few of these new tests will be released this fall with many more to follow in the months ahead. Version 3.3 of the TOPSpro software has been updated to provide complete functionality for the new modalities. In version 3.2 the new modalities were added to the Test Record answer sheet, but they had not yet been implemented in all the reports. With the release of 3.3 it is now possible to run Learning Gains, Benchmarks, Federal Tables and all other reports using the new modalities.

Other Changes. In addition to all the above, TOPS 3.3 includes a number of other small enhancements and fixes that will be announced in the documentation accompanying the release.

If you have recommendations for other changes, please share them with our technical support team or write to Richard Ackermann at <rackermann@casas.org>.

POWER Promising Practices Sites Share Strategies

Eight POWER Promising Practices sites from throughout the nation presented at the 2001 CASAS National Summer Institute in San Diego. Each described

▪ continued on next page

Continued from page two sidebar.

able to identify the basic literacy skills of the Orchard employees and develop a program to help increase those skills. With monetary resources supplied by a Department of Labor Current Workforce Grant through the Oregon Department of Community Colleges and Workforce Development, Rogue Community College instructors used the CASAS ESL Appraisal Form 20 to separate thirty-six Orchard employees into three literacy levels: beginning, intermediate, and advanced. One tutor was assigned by community college staff to provide one-on-one tutoring with a pre-literate student in both his native language and English.

As an incentive for employee participation, classes were held during regular working hours three times each week. The ten-week program included seventy hours of work-based instruction in four areas: English, math, computers, and horticulture. Students were provided with their own study materials including a dictionary, books, binders, notepaper, zipper-pouch, pens, pencils, highlighters, calculators and computer disks. Participants were expected to arrive in class prepared to learn, with supplies in hand each day. Recognizing that "learning how to learn" is a new skill for many of the participants in this program, community college staff incorporated instruction on how to use these supplies and organizational tools throughout the program.

Students achieved higher reading and math gains than expected for the length and duration of the program. In only seventy hours of

Continued from previous sidebar.

instruction combining four different topics, the average increase in math scores for students participating in the program was 4.94 points, and the average increase in reading scores was 4.73 points. According to the Adult Basic Education Final Report from Rogue Community College, 42 percent of students increased one or more ESL levels in math, and 45 percent increased in reading.

One outcome identified by the grant was that participants would improve their scores or pass the Chemical Applicators' License in future exams. As of June 30, 2001, one supervisor has taken this exam. He scored 86 percent of the required passing scores on his first attempt and passed by his third attempt. These scores and rate of gain are dramatically higher than average scores and point gains among those who take the exam in Spanish. (based on data provided by Oregon Department of Agriculture for Pesticide Applicators License exams taken at Southern Oregon University from 1997-2000 and the Bear Creek Corporation Workplace Learning Program and Rogue Community College Final Reports)

Aside from showing remarkable student learning gains, the program was successful in other ways. Supervisors have improved their speed and accuracy at tasks such as timekeeping, vehicle reporting, and e-mail. The transition to electronic record keeping and communication has saved time for administrative staff in the main office. As a result, the company realized immediate savings estimated at approximately

POWER Promising...

Continued from page three

how they served adult students with developmental disabilities using the CASAS POWER Assessment System. They are the first sites to be selected for the new POWER Promising Practices program. Their practices will be highlighted in this and future issues of this newsletter.

What are POWER Promising Practices?

They are new and proven strategies for implementing the POWER assessment and curriculum management system in ABE/ESL programs. The practices are identified through responses to questions included in POWER surveys, through observations and interviews, or through self-nomination. The 2001 agencies also participated as pilot sites in a POWER grant award to CASAS from the United States Department of Education. In order to be recognized as a POWER Promising Practice, the strategies implemented must

- Improve basic workplace skill levels of adult students with developmental disabilities
- Provide methods for increasing accountability of students and the disability program
- Promote collaboration with other programs serving targeted students in the school/community
- Integrate the effective use of POWER technology for management and reporting of data
- Indicate promise of potential application for other adults with disabilities programs

Using the POWER Workplace Assessment System for the Adult Education Program

One of the Promising Practices for 2001 is the Tama County Career Development Center in Iowa Valley Community College District, Marshalltown, Iowa. It is one of four adult education program sites from the state of Iowa participating in the CASAS POWER pilot. In this program the POWER system is integrated into the services of the Tama Career Development Center. Each consumer has an individual planning process that includes components such as the following:

- Essential Lifestyle Plan (ELP) determining what is important to each consumer and supports needed
- Administration of the POWER Workplace and Employability Skills Summary (WESS)
- Completion of the WESS Capacity Description
- Selection of appropriate curriculum and activities from the POWER curriculum modules, based on results of the ELP, WESS, and other assessment results
- Identification of all necessary supports needed for consumer growth and success
- Implementation of curriculum plans and ongoing activities of the Career Development Center such as experiences in work, the community, socialization, and volunteer activities
- Regular six-month review and reassessment in all areas to determine growth, satisfaction, and areas for change

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Peggy Thie, coordinator, and Berleen Webeter, teacher, reported benefits of using the POWER system. They include,

> "making our work more objective and accessible to others"
>
> "a common language to aid in communication with other programs using the same system"
>
> "serves as a source and inspiration for new and creative methods to offer support to the consumer"

Sample materials are available illustrating the comprehensive program process from the center mission statement through the evaluation process for the consumer. If you would like more information about POWER, please contact Virginia Posey at 1-800-255-1036, ext. 363.

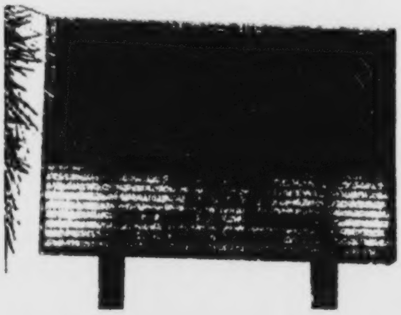
Here Are the Year's Top Ten CASAS Web Site Downloads

The CASAS Web site Download Center contains many items that are frequently accessed by adult education and training providers, members of the business and industry community, and others. Below are the "top ten" downloaded items from the CASAS Web site Download Center. If you have not yet visited the Download Center, you may want to look for these popular items:

- CASAS Catalog 2001
- 2001 CASAS Order Form
- CASAS Quarterly, spring 2001
- Citizenship Examination
- CASAS Quarterly, winter 2001
- Scaled Score Ranges Chart for Life Skills and ECS
- The last four of the top ten downloads are items available only to registered users of TOPSpro software.

The 2001 CASAS Resource Catalog is the most frequently downloaded item. To access the download areas, please go to www.casas.org and click on Downloads. You may send an e-mail message to Webmaster@casas.org if you have questions, suggestions, or comments about the CASAS Web site.

CASAS National
Summer Institute 2002



2002 National Summer Institute

Save the date for the twenty-second annual CASAS National Summer Institute. The 2002 Summer Institute will be held June 18 to 20 at the Town and Country Resort and Convention Center in San Diego's Mission Valley. Visit the CASAS Web site at www.casas.org for highlights from the 2001 National Summer Institute and for updated information for 2002. Registration materials will be mailed in January.

Continued from page four sidebar.

$25,500 per year. As well as monetary rewards for the company, intangible rewards such as increased employee confidence, morale, retention, and overall satisfaction appear to have resulted from the project. It was also known that improved comprehension of pesticide labels and "mixing math" reduces the risk of mistakes, accidents, injury, fines and settlements.

Since the grant ended, Bear Creek Corporation has maintained its partnership with Rogue Community College. Seventy-five percent of participants have signed up for ongoing ESL or GED classes at the college. Based on this continued interest, employees will be offered the opportunity to continue attending classes at the college on their own time. RCC and BCC will provide four orientation sessions to employees who would like more information on attending basic education classes at the community college.

CASAS Workforce Learning Systems has contributed to the success of this program. By using WLS, Bear Creek Corporation and Rogue Community College were better able to focus instruction on employee needs and, in return, improve employee productivity and success rates.

For more information on this program, please contact Nancy Vaughn, Director of Adult Basic Education at Rogue Community College, at 541-245-7713 or Annika Forester, Senior Training Specialist at Bear Creek Corporation at 541-864-3829. For more information on CASAS and its Workforce Learning Systems, contact WLS Program Manager Jane Egüez at 1-800-255-1036.

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QUARTERLY REPORT

CASAS, Summer 2000

Nationally validated and approved by the National Diffusion Network, U.S. Department of Education

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New TOPSpro Forms Shipped and Released......................... p.6

CASAS is a non-profit organization. Purchase of CASAS materials supports ongoing technical assistance, continued research and development, test validity and reliability analysis, and other support services provided by CASAS staff and certified trainers.

CASAS POWER Team Hosts Assistant Secretary of U.S. Department of Education

CASAS hosted the Assistant Secretary of the United States Department of Education, Office of Special Education and Rehabilitative Services this spring in San Diego. Assistant Secretary Judy Heumann and Beatriz de Obaldia Mitchell, Special Assistant, met with CASAS POWER team members to discuss this national demonstration project. CASAS and Community Options team members discussed implementation of the POWER project at Community Options programs and in community colleges.

Heumann was delighted to learn more about the POWER project and the "impressive assessment system." The funding for development of the system was provided by the U.S. Department of Education.

CASAS team members included Pat Rickard, Virginia Posey, and Glen Ochoa. Team members from the Community Options supported employment program included Nancy Batterman, Diane Myers, consumers Bob Parnes and Juan Iturbe with job coach Elinora Menzei from an Applebees work site, and parents Margaret Barrett and Sid and Bea Parnes. Both Community Options and CASAS are programs under the auspices of the Foundation for Educational Achievement in San Diego.

During her visit to CASAS,

(Heumann Visit, p. 2)

If you missed the CASAS Summer Institute, the next Quarterly issues will feature our opening speakers: Edward E. Gordon, author of *Skill Wars*, Pat Rickard, Executive Director of CASAS, Bill Hauck, Director of the California Business Round Table, and Ron Pugsley, from the U.S. Department of Education.

Volume XIII, Number 4

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Writing Skill Descriptors

Writing Task Validation Study Underway in Iowa

Writing skill descriptors to be used for the Iowa Adult Basic Skills Certification Program have been developed by CASAS. These descriptors were reviewed by a team of Iowa adult educators as part of a research project coordinated by Iowa State Director of Adult Education John Hartwig.

The next step in the development process is for the writing tasks associated with each skill level to go through an additional review and validation process. Writing tasks for levels A-D were developed by CASAS staff and are being field tested in Kansas. There are four or five performance-based assessment tasks per level. These include such tasks as taking a phone message, taking inventory, letter writing, and note taking. The CASAS Functional Writing Assessment form, picture, and process tasks will be used also.

Review of the data from this field test will provide valuable information regarding the appropriateness of the writing tasks identified in the writing descriptors for each level. This may lead to some revision of the descriptors before they are finalized for use in Iowa's writing certification program. Other states, such as Kansas and Conneticut, interested in writing assessment and standardized reporting of writing skill results will also benefit from the results of this study.

(Heumann Visit, from p. 1)

Secretary Heumann stressed the need for serious discussions between private industry and educators and rehabilitation personnel to assist the disabled workforce with training and placement particularly in computer technology. "We cannot afford to lose a single individual from the workforce," commented Heumann about the necessity for training those with disabilities to enter the work force. She also advocated for education that teaches disabled workers to multi-task and for educators to hold earlier expectations of what individuals are capable of doing, and then offering them the necessary training.

POWER is a new, innovative performance-based assessment model for adults who have developmental disabilities. The three major components of the POWER system were highlighted. These components are assessment, linking curriculum modules, and a management information system. It has been designed to assess clients and focus them in areas where they may become successful workers. From a provider perspective, POWER is able to assess and document progress in learning and performance. It uses a software system to track the history and progress of each client. Those reports can prove invaluable to educators who liaison with businesses to hire the developmentally disabled.

Sites pilot testing implemention of the POWER model include Brunswick Community College in North Carolina, Iowa Valley Community College in Iowa, Pima Community College in Arizona, Diagnostic Center of Central California in cooperation with Fresno City College, Bassett Adult School in La Puente, California, and Warren McClaskey Adult School in Sacramento, California.

You may contact Virginia Posey at CASAS at ext. 363 if you have additional questions about POWER.

Creative Strategies for Teachers: Using Data to Inform Instruction

With only one instructional assistant on the staff of a correctional facility in Contra Costa, California who was dashing between three sites, assessment of the rapidly revolving population of adult learners was fraught with frustration. According to Kathy Block, program administrator of the Contra Costa Adult School, Contra Costa Office of Education, the program served about 4,000 students per year with a staff of twenty-six teachers at all three sites. It was Kathy's challenge to find the easiest way of assessing learners.

"As we were experimenting with TOPSpro entry/update forms, we found that there was an increase in classroom paperwork for teach-

(Creative Strategies, p. 5)

Focus on Special Needs

CASAS guidelines available for providing accommodations

Do you have questions on how accommodations can be made when administering CASAS tests? Are you confused about how to meet the requirements of federal legislation such as the Americans with Disabilities Act (ADA) of 1990? Do you wonder if accommodations are always different depending on the specific disability? Do you find it difficult to determine if the accommodation should be made in test administration procedures or whether another format for the test is needed? Are you wondering what alternate test formats are available from CASAS?

A CASAS paper, *Guidelines for Providing Accommodations Using CASAS Assessment Systems*, is now available to help you answer these and similar questions. Assessment includes multiple-choice CASAS test systems for A through D levels administered with appropriate accommodations or use of alternate test formats, standardized performance-based assessment, and administration of tests for a designated population such as the 2A to 5A tests.

The paper addresses these issues related to accommodations in the following three sections: Considerations When Making Accommodations, Accommodations in Test Administration Procedures, and Accommodations in Test Formats.

The first section addresses issues such as learner and agency responsibility and documentation of disability. The section on test administration procedures addresses primarily accommodations in environment that can be provided for major disability categories.

The section on test formats addresses alternate tests that can be used for meeting needs of learners who have various disabilities. A matrix provides a quick view of the various accommodations through the following columns: (1) Disability, (2) Accommodations in Test Administration/Environment, (3) Accommodated/Alternate Test Formats Available, and (4) Accommodated/Alternate Test Formats in Development.

To receive the guidelines for providing accommodations when using CASAS assessment, contact CASAS at ext. 348.

National POWER Project training held

Representatives from community colleges in Arizona, Iowa and North Carolina met at CASAS on October 28 and 29, 1999. A designated community college in each of these states is field testing the new POWER performance-based assessment system with students at their colleges who have developmental disabilities.

Colleges represented were Brunswick Community College in North Carolina, Iowa Valley Community College in Iowa, and Pima Community College/Center for Training and Development in Arizona. Fresno City College in California also will be field testing the system.

The coordinators will be integrating the POWER assessment, curriculum, and management information systems into the services they provide for the target population at their unique college program. POWER for community colleges is a national model demonstration project at CASAS sponsored by the U.S. Department of Education, Office of Special Education Programs, Research and Innovation to Improve Services (H324M980224).

Field test results will be used to validate the POWER model for community colleges and other similar educational settings. The model is validated already for community-based supported employment settings. Field practitioners will learn about strategies applicable to educational settings for successful integration of the model.

A special thanks goes out to Anita White, Joy Knotts, Bill Martin, and Rob Whitmire for their field testing efforts as well as to CASAS POWER team members Pat Rickard, Glen Ochoa, Zoë Abrahams, Nancy Batterman, Diane Myers, and Nancy Taylor for helping to make this training a success. Contact Ginny Posey at CASAS at ext. 363 for more information.

Focus on Special Needs Learners

Curriculum for POWER community college project in development

A new development for the project implementing the POWER model at community colleges is curriculum for learners most in need. POWER (Providing Options for the Workplace, Education and Rehabilitation) is a new performance-based standardized assessment and curriculum management system for adults who have developmental disabilities. It is being implemented at four community college campuses: Iowa Valley Community College District, Marshalltown, IA; Brunswick Community College, Supply, NC; Fresno City College, Fresno, CA; and Pima Community College, Center for Training and Development, Tucson, AZ.

Learners Most in Need

Agencies searching for meaningful ways to meet the mandates of the Workforce Investment Act of 1998 will find the curriculum helpful for learners who are hard to serve and most in need of literacy services. It can be used with learners who have developmental disabilities as well as those who have severe learning disabilities. The outcome of the curriculum is to assist the learners in becoming literate and to gain the skills necessary for employment and self-sufficiency.

Curriculum Modules

The curriculum is being developed in collaboration with instructors at the four community college campuses. Instructors will be able to acquire meaningful strategies to write IEP objectives and to restructure courses appropriate for the learners. The end result is to enable learners to succeed in community college courses and obtain as well as maintain meaningful work.

Curriculum modules are being developed for competencies in career development, workplace basics and community integration, and in use of natural supports in the home, community and workplace. A preview is given below of a curriculum module on using natural supports for participating in social activities with co-workers outside work hours.

Task	Strategies	Supports
Identify social interests in: • Participant sports (volleyball, bowling, softball, charity runs) • Sporting events (baseball game, basketball, tennis) • Arts (movies, museums, live theatre) • Music (rock concerts, jazz sessions, country and western)	• Participate in individual or group sessions identifying personal interests. • Develop picture cards of activities. • Sort cards into "interests" and "not interested" groups	• Case Manager • Family members • Friends
• Match identified interests from Task 1 to abilities (i.e. physical, "intellectual")	• Review "interests" cards and sort for level of participation (i.e. participant or spectator)	• Case Manager • Friends
• Obtain information from company sources on upcoming social events	• Review company/department bulletin boards • Discuss company in-house newsletter with natural supports • Inform co-workers and supervisor of interests	• Case Manager • Co-workers • Family
• Make decision of whether to participate or not in announced activity	• Sort through "interest" cards to determine decision to participate	• Case Manager • Family

QUARTERLY REPORT

Comprehensive Adult Student Assessment System, Spring 1999

Nationally validated and approved by the National Diffusion Network, U.S. Department of Education

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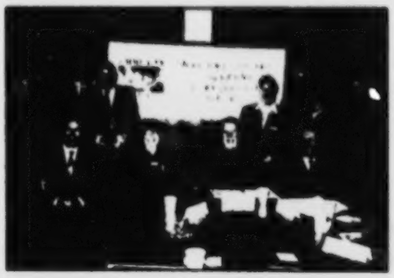
Denmark delegation visits CASAS

Eleven elected officials and social service administrators from Denmark visited CASAS in March to learn about POWER, the new CASAS performance-based assessment instrument. They were researching new programs serving individuals considered marginal for integration into work.



CASAS staff members presented the POWER system which was developed with Community Options, a supported employment program for adults who have developmental disabilities. CASAS staff participating in the meeting included Virginia Posey, Senior Research Associate, along with Zoë Abrahams, Glen Ochoa, Dennis Johnston, and Anne Marie Steinberger.

Program design and funding structure of California supported employment programs also were discussed. Community Options Executive Director, Nancy Batterman, explained how the POWER system merges assessment information for each consumer with program statistics such as wage information, job placement ratio, job area selected, and length of employment.

CASAS welcomes the Denmark visitors to its growing international representation of assessment, research and development efforts.

National Consortium responds to Workforce Investment Act

The biannual CASAS National Consortium meeting was held in February in San Diego. Much of the discussion focused on the Workforce Investment Act (WIA) and the impact at the state level. The Consortium discussed changing priorities, common definitions of key elements, basic skills certification, accountability requirements, new collaborations, the California Adult Basic Skills Survey, national skill standards initiatives, training and professional development, and reporting of learner outcomes to key stakeholders.

Consortium members discussed a draft document "Asking the Right Questions; Analyzing and Reporting the Relevant Data; Documenting and Communicating Results." Discussion focused on consistency across states and using common protocols for collecting and anlyzing data and reporting results.

Consortium members made presentations on activities in their states, identified 1999 National Consortium priorities, reviewed state policies for student certification of basic skills, and discussed research and development needs.

CASAS staff provided information and updates on new assessment, distance training, and a progress report on Project POWER. Of special note was the CASAS Test Support

(continued on p. 8)

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Focus on Special Education

CASAS awarded National Demonstration Grant

CASAS has received a new three-year federal grant to implement Project POWER at the community college level. The U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, awarded the grant.

POWER (Providing Options for the Workplace, Education and Rehabilitation) was first developed through another federal grant (1995-98) and includes a performance-based assessment component, strategies for matching curriculum, and an information management system. CASAS with Community Options, another program of the Foundation for Educational Achievement in San Diego, first developed POWER for supported employment programs in California.

The system is applicable to a variety of adult education and post-secondary education settings. Implementation of POWER at the community college replicates a successful assessment and curriculum model that provides skills for career development, workplace basics/community integration, and use of natural supports.

For more information contact Virginia Posey, Ph.D. at (619) 292-2900 or (800) 255-1036, ext. 363.

Why is POWER a National Demonstration for Community Colleges?

A community college can be an ideal location for work-related programs serving learners who have developmental disabilities. Most community colleges already have career-related courses and job placement services that can be adapted for learners who have developmental disabilities. These learners are motivated to learn when they can participate in post-secondary education activities that are offered at the community college setting.

The POWER model will be implemented at four community colleges across the country-California, Arizona, Iowa and North Carolina. Training and technical assistance will be provided by CASAS through distance training and teleconferences. The assessment and curriculum will focus on building individual strengths as well as identifying specific competencies and supports needed in instruction and job training to work successfully in the community. The new curriculum to be developed will be adapted from the successful STRETCH model developed in California by the California Department of Developmental Services.

This three-year project will serve approximately 300 learners who have developmental disabilities, primarily aged 18-21. They will be prepared for work placements in supported employment programs and will network with community college staff, employers, rehabilitation personnel and other natural supports as part of project activities.

What are the Outcomes of the National Demonstration?

The national demonstration at the community college level will enable:

- Learners to obtain and maintain meaningful work and community experiences
- Instructors to acquire meaningful strategies for writing IEP objectives, restructure course offerings, and provide related assessment for individual and program accountability;
- Adult service providers (transition counselors, job coaches, rehabilitation specialists, etc.) to determine needed support services for successful and long-term employment; and
- Employers to use their own workers to provide social supports and networks for workers who have developmental disabilities.

The final model to be disseminated will include strategies for integrating learners who have developmental disabilities into a community college campus, focusing on the curriculum and linking assessment needed to be prepared for work.

(CABBS Survey, from p. 1)

50,000 survey forms throughout the 58 California counties. Respondents were asked to "Decide how important each competency is to an adult's ability to succeed in the workplace" and then were asked to mark statements as not important, somewhat important, important or very important. The *CASAS Competency List* is this nation's most comprehensive, validated list of functional adult basic skills competencies.

Results and implications of this extensive survey will be covered in future issues of the *CASAS Quarterly Report*. A complete report on the CABSS will be available this spring. CASAS Executive Director Pat Rickard and Research Associate Dennis Johnston, Ph.D. have been invited to present survey findings at the 1999 Annual Meeting of the National Conference for Advanced Manufacturing in Washington, D.C., March 1999. For information about conducting a similar survey, please contact Johnstonat (800) 255-1036.

Appendix C
POWER Calibration Report

Research Brief

Calibration of POWER Performance Levels to the CASAS Standardized Scale

Rationale

Accountability standards are required for secondary and adult education programs throughout the nation. Participation in general state and local district accountability assessment with appropriate accommodations is required for students with disabilities in the Individuals with Disabilities Education Act (IDEA) of 1997 (PL 105-17). When inclusion in these assessments is not feasible for students with severe disabilities, accountability standards apply to alternate assessment procedures used in local districts (Section 300.138). Adult education performance measures are required by the National Reporting System (NRS) as part of the Workforce Investment Act (WIA), Title II, Section 225, of the Adult Education and Family Literacy Act (PL 105-220).

Standardized assessment is viewed as more valid and reliable to report learner gains for students with developmental disabilities. Performance-based assessment procedures report gains for students with developmental disabilities in a more relevant and functional context than paper-pencil multiple-choice formats. CASAS has responded to national, state, and local district needs for a standardized and relevant assessment system for students with developmental disabilities. Local practitioners and the CASAS National Consortium helped CASAS develop the POWER performance assessment system.

Purpose

POWER - Providing Options for the Workplace, Education, and Rehabilitation, is a new standardized curriculum and performance-based assessment system for secondary and adult students with developmental disabilities. Performance levels indicate the amount of support learners require to demonstrate basic skills successfully, regardless of ability level. The purpose of this study was to determine the feasibility of calibrating the CASAS POWER standardized performance levels and subsequently, to link the levels to the CASAS standardized scale. There were two primary research questions for this study: (1) How do POWER standardized performance levels (0-4) correlate with established skill levels on the CASAS scale 130-220 (4A-B)? (2) Can programs use POWER performance levels to report learner gains so one uniform scale is used for all students across a wide range of ability levels?

Background

POWER has been validated over a six-year period with more than 2,500 adults with a wide range of developmental disabilities enrolled in WIA Title II funded agencies. They represent community-based supported employment, adult education, community college, and developmental service programs. Secondary transition programs are currently piloting the assessment system in employability programs.

The POWER assessment has 27 priority employability-related basic skills coded to CASAS competencies in the area of employability. The skills include the areas of career development, workplace basics and community integration, and use of natural supports. The assessment instrument is completed through observations, and each component provides users the capability to report performance on a standardized continuum for students with developmental disabilities.

Population

The target population and calibration sample for this study were adults with developmental disabilities who were specifically categorized as having mental retardation. The data for the calibration study was gathered from 460 adults with mental retardation who are classified as having mild (n=173), moderate (n=171), severe (n=93), or profound (n=23) mental retardation.

Methods and Procedures

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Instructors, assessors, and master trainers were trained carefully in scoring guidelines for the performance assessment and the two assessment series used, study procedures, and timelines, from September of 2000 through May of 2001. Programs administered both the POWER standardized performance assessment and the CASAS Life Skills tests (4A, 3A, 2A, A or B) within a two-week time period. Each of the 27 POWER items has five levels (0-4) of performance ranging from needing intensive support (more difficult for learners) to being independent (less difficult for learners) while the Life Skills 4A to 2A tests are paper-pencil tests.

The CASAS Life Skills test scores are reported out as scaled scores on a one-parameter (Rasch Model) Item Response Theory (IRT) based scale. Unlike Classical Measurement Theory where a learner's score only has meaning with respect to a reference or norm group, both learner ability and item difficulty are on a common scale in IRT, so a test score can be interpreted with respect to the difficulty level of a test item thereby giving meaning to the score in and of itself.

The 27 items in the POWER assessment were graded on a partial credit model. The CASAS items on the Life Skills test are multiple-choice and had been calibrated and linked to the CASAS Reading Scale in the early 1990s. The mean scaled scores and correlation coefficients for each set of paired data for both the CASAS Life Skills and POWER assessments are reported in a complete calibration report that includes additional information related to validity and reliability.

Results

The study results indicate that the POWER performance levels (0-4) for each of the 27 competencies can be scaled onto the CASAS standardized continuum. This scaling of the 27 competencies provides evidence that the POWER performance assessment may be used to report standardized learner gains for students with developmental disabilities. As a result of this study, programs can report performance gains using one uniform reporting system for ALL students. The new assessment system provides local and state programs an accountability tool for students who are difficult to assess adequately with a paper-pencil format and offers the capability to report learner gains on a standardized scaled score continuum.

It is recommended for benchmark purposes that three points for learner gain from pretest to post-test on the CASAS scale using the POWER assessment be preliminary and established for the 2001 to 2002 school year only. The rationale for this recommendation is the limited sample size of each subgroup of students for each test level and the need for longitudinal data for the study. The study is being continued for the 2001 to 2002 school year with the same sample of students. After data is submitted in August 2002 another calibration study will be conducted and learner gain results will be reviewed.

Funding Sources

The calibration study was partially supported by grants awarded to CASAS from the U.S. Department of Education, Office of Special Education Programs, Research and Innovation to Improve Services (H324M980224), California Department of Developmental Services, and the California Department of Education, Adult Education and Literacy. Any opinions, findings, or conclusions are those of CASAS and do not necessarily reflect the views of the supporting agencies.

Contact Virginia Posey, Ph.D., CASAS, at 1-800-255-1036, ext. 502, or email gposey@casas.org for more information on the POWER system.

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COMPUTATION OF TOTAL SCORE ON POWER

The POWER Assessment consists of 27 performance items each scored independently on a partial credit scale. All items are scored on the following 0 to 4 rubric, which reflects the level of assistance the examinee requires in order to accomplish the indicated performance.

0 cannot perform task at this time
1 full physical assistance required from support person to perform task
2 direct verbal/gestural prompts required from support person to perform task
3 indirect prompts required from support person to perform task
4 performs task independently with little or no assistance

A total score is computed by summing each of the individual item scores. The range of possible raw scores is from 0 to 108. This raw score is then converted to a CASAS scale score.

Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
0-3	-	33-34	162	81-82	184
4	137	35-36	163	83	185
5	140	37-38	164	84-85	186
6	142	39-41	165	86	187
7	143	42-43	166	87-88	188
8	145	44-45	167	89	189
9	146	46-48	168	90	190
10	147	49-50	169	91-92	191
11	148	51-53	170	93	192
12	149	54	171	94	193
13	150	55-57	172	95	194
14	151	58-60	173	96	195
15-16	152	61-62	174	97	196
17	153	63-64	175	98	197
18-19	154	65-66	176	99	199
20	155	67-68	177	100	200
21-22	156	69-70	178	101	202
23-24	157	71-72	179	102	204
25-26	158	73-74	180	103	206
27-28	159	75-76	181	104+	208
29-30	160	77-78	182		
31-32	161	79-80	183		

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TABLE 1

INTER-CORRELATIONS BETWEEN THE 27 POWER ITEM DIFFICULTIES DEVELOPED FROM SIX SUBSETS OF EXAMINEES

		F310PRE	F320PRE	TOTPRE	F310POS	F320POS	TOTPOS
FORM 310 PRE	Pearson Correlation	1	.912**	.906**	.990**	.921**	.959**
	Sig. (2-tailed)	.	.000	.000	.000	.000	.000
	N	27	27	27	27	27	27
FORM 320 PRE	Pearson Correlation	.912**	1	.946**	.915**	.997**	.980**
	Sig. (2-tailed)	.000	.	.000	.000	.000	.000
	N	27	27	27	27	27	27
TOTAL PRE	Pearson Correlation	.906**	.946**	1	.898**	.946**	.965**
	Sig. (2-tailed)	.000	.000	.	.000	.000	.000
	N	27	27	27	27	27	27
FORM 310 POST	Pearson Correlation	.990**	.915**	.898**	1	.923**	.960**
	Sig. (2-tailed)	.000	.000	.000	.	.000	.000
	N	27	27	27	27	27	27
FORM 320 POST	Pearson Correlation	.921**	.997**	.946**	.923**	1	.982**
	Sig. (2-tailed)	.000	.000	.000	.000	.	.000
	N	27	27	27	27	27	27
TOTAL POST	Pearson Correlation	.959**	.980**	.965**	.960**	.982**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.
	N	27	27	27	27	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

TABLE 2

DESCRIPTIVE STATISTICS ON POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR THE FOUR LEVELS OF MENTAL RETARDATION

NEWTYPE		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
MILD MENTAL RETARDATION	Mean	173.27	175.15	1.88	185.72	184.82	-.90
	Std. Deviation	12.934	15.692	10.193	16.786	18.299	13.050
	N	173	173	173	173	173	173
MODERATE MENTAL RETARDATION	Mean	162.06	164.29	2.23	169.56	170.68	1.12
	Std. Deviation	15.684	15.498	4.664	15.395	14.664	10.041
	N	171	171	171	171	171	171
SEVERE MENTAL RETARDATION	Mean	149.86	152.90	3.04	157.73	158.58	.85
	Std. Deviation	12.375	11.735	9.017	14.077	12.412	9.409
	N	93	93	93	93	92	92
PROFOUND MENTAL RETARDATION	Mean	141.09	152.70	11.61	154.65	153.22	-1.43
	Std. Deviation	15.261	20.962	11.260	13.634	11.916	9.080
	N	23	23	23	23	23	23
Total	Mean	162.76	165.49	2.73	172.50	172.71	.18
	Std. Deviation	17.167	17.490	8.585	19.268	18.951	11.132
	N	460	460	460	460	459	459

TABLE 3

INTER-CORRELATIONS BETWEEN POWER AND CASAS PRE, POST AND CHANGE SCORES FOR EXAMINEES CLASSIFIED AS MENTALLY RETARDED

		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
POWER PRE SCALE SCORE	Pearson Correlation	1	.877**	-.212**	.621**	.618**	-.024
	Sig. (2-tailed)	.	.000	.000	.000	.000	.609
	N	460	460	460	460	459	459
POWER POST SCALE SCORE	Pearson Correlation	.877**	1	.283**	.560**	.555**	-.025
	Sig. (2-tailed)	.000	.	.000	.000	.000	.590
	N	460	460	460	460	459	459
CHANGE PRE TO POST POWER	Pearson Correlation	-.212**	.283**	1	-.101*	-.105*	-.004
	Sig. (2-tailed)	.000	.000	.	.031	.025	.940
	N	460	460	460	460	459	459
CASAS PRE SCALE SCORE	Pearson Correlation	.621**	.560**	-.101*	1	.831**	-.318**
	Sig. (2-tailed)	.000	.000	.031	.	.000	.000
	N	460	460	460	460	459	459
CASAS POST SCALE SCORE	Pearson Correlation	.618**	.555**	-.105*	.831**	1	.284**
	Sig. (2-tailed)	.000	.000	.025	.000	.	.000
	N	459	459	459	459	459	459
CHANGE PRE TO POST CASAS	Pearson Correlation	-.024	-.025	-.004	-.318**	.284**	1
	Sig. (2-tailed)	.609	.590	.940	.000	.000	.
	N	459	459	459	459	459	459

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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TABLE 4

DESCRIPTIVE STATISTICS ON POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN ADULT EDUCATION PROGRAMS

AGENCY		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
A Warren McClaskey Adult Schoo	Mean	178.34	181.41	3.07	182.56	183.69	1.13
	Std. Deviation	10.666	11.148	2.276	20.685	19.442	6.557
	N	71	71	71	71	71	71
Azusa Adult School	Mean	133.29	149.00	15.71	151.57	153.00	1.43
	Std. Deviation	26.512	20.248	36.082	12.581	11.460	7.435
	N	7	7	7	7	7	7
Baldwin Park Adult Education	Mean	148.64	152.64	4.00	160.76	162.15	1.39
	Std. Deviation	14.815	15.159	7.697	17.245	16.269	16.242
	N	33	33	33	33	33	33
Bassett Adult School	Mean	132.89	135.53	2.63	162.32	155.42	-6.89
	Std. Deviation	14.632	13.426	4.913	17.413	13.040	11.279
	N	19	19	19	19	19	19
Burbank Adult School	Mean	162.61	167.17	4.56	159.22	161.67	2.44
	Std. Deviation	6.801	5.914	2.640	11.775	13.359	7.065
	N	18	18	18	18	18	18
Castro Valley Adult School	Mean	169.36	166.64	-2.71	173.43	175.29	1.86
	Std. Deviation	9.580	19.720	18.578	15.093	17.609	11.838
	N	14	14	14	14	14	14
East Side Ad Ed (Overfelt Adul	Mean	163.18	165.73	2.55	167.64	171.27	3.64
	Std. Deviation	11.923	9.242	6.624	17.183	15.602	16.759
	N	11	11	11	11	11	11
Orange Grove Adult School	Mean	171.63	174.56	2.94	184.94	186.13	1.19
	Std. Deviation	7.117	7.014	6.923	13.950	12.088	5.879
	N	16	16	16	16	16	16
Saddleback Valley USD Adult Ed	Mean	166.37	166.88	.51	173.52	174.10	.58
	Std. Deviation	20.656	19.283	5.115	15.298	16.286	13.440
	N	90	90	90	90	90	90
Total	Mean	164.29	166.71	2.42	172.49	173.16	.67
	Std. Deviation	20.288	19.494	8.635	19.031	18.968	11.606
	N	279	279	279	279	279	279

TABLE 5

INTER-CORRELATIONS BETWEEN POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN ADULT EDUCATION PROGRAMS

		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
POWER PRE SCALE SCORE	Pearson Correlation	1	.907**	-.303**	.636**	.610**	-.046
	Sig. (2-tailed)	.	.000	.000	.000	.000	.442
	N	279	279	279	279	279	279
POWER POST SCALE SCORE	Pearson Correlation	.907**	1	.128*	.612**	.594**	-.032
	Sig. (2-tailed)	.000	.	.033	.000	.000	.589
	N	279	279	279	279	279	279
CHANGE PRE TO POST POWER	Pearson Correlation	-.303**	.128*	1	-.113	-.091	.035
	Sig. (2-tailed)	.000	.033	.	.060	.128	.559
	N	279	279	279	279	279	279
CASAS PRE SCALE SCORE	Pearson Correlation	.636**	.612**	-.113	1	.813**	-.310**
	Sig. (2-tailed)	.000	.000	.060	.	.000	.000
	N	279	279	279	279	279	279
CASAS POST SCALE SCORE	Pearson Correlation	.610**	.594**	-.091	.813**	1	.301**
	Sig. (2-tailed)	.000	.000	.128	.000	.	.000
	N	279	279	279	279	279	279
CHANGE PRE TO POST CASAS	Pearson Correlation	-.046	-.032	.035	-.310**	.301**	1
	Sig. (2-tailed)	.442	.589	.559	.000	.000	.
	N	279	279	279	279	279	279

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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TABLE 6

DESCRIPTIVE STATISTICS ON POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR THE CDDS DEVELOPMENTAL CENTERS

AGENCY		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
CDDS Agnews	Mean	150.82	151.73	.91	158.61	158.61	.00
	Std. Deviation	11.362	12.860	4.844	14.307	13.299	9.744
	N	33	33	33	33	33	33
CDDS Fairview	Mean	160.04	163.92	3.88	173.44	174.87	1.42
	Std. Deviation	10.721	11.537	4.664	22.189	20.167	14.274
	N	52	52	52	52	52	52
CDDS Lanterman	Mean	144.82	166.91	22.09	157.91	157.64	-.27
	Std. Deviation	3.995	8.689	7.273	13.553	12.209	4.860
	N	11	11	11	11	11	11
CDDS Porterville	Mean	161.74	165.76	4.02	179.62	177.52	-2.10
	Std. Deviation	12.578	14.198	11.398	19.006	19.640	10.729
	N	58	58	58	58	58	58
Total	Mean	157.62	162.21	4.60	171.48	171.15	-.33
	Std. Deviation	12.469	13.786	9.446	20.711	19.828	11.596
	N	154	154	154	154	154	154

TABLE 7

INTER-CORRELATIONS BETWEEN POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN THE CDDS DEVELOPMENTAL CENTERS

		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
POWER PRE SCALE SCORE	Pearson Correlation	1	.745**	-.232**	.633**	.646**	-.025
	Sig. (2-tailed)	.	.000	.004	.000	.000	.759
	N	154	154	154	154	154	154
POWER POST SCALE SCORE	Pearson Correlation	.745**	1	.475**	.541**	.559**	-.011
	Sig. (2-tailed)	.000	.	.000	.000	.000	.890
	N	154	154	154	154	154	154
CHANGE PRE TO POST POWER	Pearson Correlation	-.232**	.475**	1	-.045	-.038	.016
	Sig. (2-tailed)	.004	.000	.	.575	.641	.839
	N	154	154	154	154	154	154
CASAS PRE SCALE SCORE	Pearson Correlation	.633**	.541**	-.045	1	.837**	-.354**
	Sig. (2-tailed)	.000	.000	.575	.	.000	.000
	N	154	154	154	154	154	154
CASAS POST SCALE SCORE	Pearson Correlation	.646**	.559**	-.038	.837**	1	.215**
	Sig. (2-tailed)	.000	.000	.641	.000	.	.008
	N	154	154	154	154	154	154
CHANGE PRE TO POST CASAS	Pearson Correlation	-.025	-.011	.016	-.354**	.215**	1
	Sig. (2-tailed)	.759	.890	.839	.000	.008	.
	N	154	154	154	154	154	154

**. Correlation is significant at the 0.01 level (2-tailed).

TABLE 8

DESCRIPTIVE STATISTICS ON POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN ADULT EDUCATION CENTERS AND CDDS DEVELOPMENTAL CENTERS

AGENCY		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
A Warren McClaskey Adult School	Mean	178.34	181.41	3.07	182.58	183.69	1.13
	Std. Deviation	10.666	11.148	2.276	20.685	19.442	6.557
	N	71	71	71	71	71	71
Azusa Adult School	Mean	133.29	149.00	15.71	151.57	153.00	1.43
	Std. Deviation	26.512	20.248	38.082	12.581	11.460	7.435
	N	7	7	7	7	7	7
Baldwin Park Adult Education School	Mean	148.64	152.64	4.00	160.76	162.15	1.39
	Std. Deviation	14.815	15.159	7.697	17.245	16.269	16.242
	N	33	33	33	33	33	33
Bassett Adult School	Mean	132.89	135.53	2.63	162.32	155.42	-6.89
	Std. Deviation	14.632	13.426	4.913	17.413	13.040	11.279
	N	19	19	19	19	19	19
Burbank Adult School	Mean	162.61	167.17	4.56	159.22	161.67	2.44
	Std. Deviation	6.801	5.914	2.640	11.775	13.359	7.065
	N	18	18	18	18	18	18
Castro Valley Adult School	Mean	169.36	166.64	-2.71	173.43	175.29	1.86
	Std. Deviation	9.580	19.720	18.578	15.093	17.609	11.838
	N	14	14	14	14	14	14
CDDS Agnews	Mean	150.82	151.73	.91	158.61	158.61	.00
	Std. Deviation	11.362	12.860	4.844	14.307	13.299	9.744
	N	33	33	33	33	33	33
CDDS Fairview	Mean	160.04	163.92	3.88	173.44	174.87	1.42
	Std. Deviation	10.721	11.537	4.664	22.189	20.167	14.274
	N	52	52	52	52	52	52
CDDS Lanterman	Mean	144.82	166.91	22.09	157.91	157.64	-.27
	Std. Deviation	3.995	8.689	7.273	13.553	12.209	4.860
	N	11	11	11	11	11	11
CDDS Porterville	Mean	161.74	165.76	4.02	179.62	177.52	-2.10
	Std. Deviation	12.578	14.198	11.396	19.006	19.640	10.729
	N	58	58	58	58	58	58

AGENCY		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
East Side Ad Ed (Overfelt Adult School)	Mean	163.18	165.73	2.55	167.64	171.27	3.64
	Std. Deviation	11.923	9.242	6.624	17.183	15.602	16.759
	N	11	11	11	11	11	11
Orange Grove Adult School	Mean	171.63	174.56	2.94	184.94	186.13	1.19
	Std. Deviation	7.117	7.014	6.923	13.950	12.088	5.879
	N	16	16	16	16	16	16
Saddleback Valley USD Adult Education School	Mean	166.37	166.88	.51	173.52	174.10	.58
	Std. Deviation	20.656	19.283	5.115	15.298	16.286	13.440
	N	90	90	90	90	90	90
Total	Mean	161.92	165.11	3.19	172.13	172.45	.31
	Std. Deviation	18.170	17.790	8.982	19.627	19.279	11.599
	N	433	433	433	433	433	433

TABLE 9

INTER-CORRELATIONS BETWEEN POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN ADULT EDUCATION PROGRAMS AND CDDS DEVELOPMENTAL CENTERS

		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
POWER PRE SCALE SCORE	Pearson Correlation	1	.875**	-.289**	.610**	.602**	-.032
	Sig. (2-tailed)	.	.000	.000	.000	.000	.507
	N	433	433	433	433	433	433
POWER POST SCALE SCORE	Pearson Correlation	.875**	1	.210**	.578**	.576**	-.021
	Sig. (2-tailed)	.000	.	.000	.000	.000	.663
	N	433	433	433	433	433	433
CHANGE PRE TO POST POWER	Pearson Correlation	-.289**	.210**	1	-.088	-.076	.023
	Sig. (2-tailed)	.000	.000	.	.066	.114	.631
	N	433	433	433	433	433	433
CASAS PRE SCALE SCORE	Pearson Correlation	.610**	.578**	-.088	1	.822**	-.325**
	Sig. (2-tailed)	.000	.000	.066	.	.000	.000
	N	433	433	433	433	433	433
CASAS POST SCALE SCORE	Pearson Correlation	.602**	.576**	-.076	.822**	1	.271**
	Sig. (2-tailed)	.000	.000	.114	.000	.	.000
	N	433	433	433	433	433	433
CHANGE PRE TO POST CASAS	Pearson Correlation	-.032	-.021	.023	-.325**	.271**	1
	Sig. (2-tailed)	.507	.663	.631	.000	.000	.
	N	433	433	433	433	433	433

**. Correlation is significant at the 0.01 level (2-tailed).

TABLE 10

DESCRIPTIVE STATISTICS ON POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN THE CDDS STATE HOSPITALS

AGENCY		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
CDDS Atascadero State Hospital	Mean	160.00	160.00	.00	194.00	213.00	19.00
	Std. Deviation	.	.	.	.	.	.
	N	1	1	1	1	1	1
CDDS Metropolitan State Hospital	Mean	169.45	169.11	-.34	201.62	209.11	7.49
	Std. Deviation	16.459	13.125	14.722	12.424	20.731	16.797
	N	71	71	71	71	71	71
CDDS Patton State Hospital	Mean	168.11	169.33	1.22	205.33	218.44	13.11
	Std. Deviation	12.604	24.734	22.270	21.691	17.436	12.404
	N	9	9	9	9	9	9
Total	Mean	169.19	169.02	-.16	201.94	210.20	8.26
	Std. Deviation	15.943	14.593	15.475	13.575	20.378	16.336
	N	81	81	81	81	81	81

TABLE 11

INTER-CORRELATIONS BETWEEN POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES IN THE CDDS STATE HOSPITALS

		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
POWER PRE SCALE SCORE	Pearson Correlation	1	.489**	-.569**	.178	.082	-.046
	Sig. (2-tailed)	.	.000	.000	.112	.468	.684
	N	81	81	81	81	81	81
POWER POST SCALE SCORE	Pearson Correlation	.489**	1	.439**	.018	.077	.081
	Sig. (2-tailed)	.000	.	.000	.873	.495	.472
	N	81	81	81	81	81	81
CHANGE PRE TO POST POWER	Pearson Correlation	-.569**	.439**	1	-.166	-.012	.124
	Sig. (2-tailed)	.000	.000	.	.138	.918	.271
	N	81	81	81	81	81	81
CASAS PRE SCALE SCORE	Pearson Correlation	.178	.018	-.166	1	.601**	-.081
	Sig. (2-tailed)	.112	.873	.138	.	.000	.473
	N	81	81	81	81	81	81
CASAS POST SCALE SCORE	Pearson Correlation	.082	.077	-.012	.601**	1	.748**
	Sig. (2-tailed)	.468	.495	.918	.000	.	.000
	N	81	81	81	81	81	81
CHANGE PRE TO POST CASAS	Pearson Correlation	-.046	.081	.124	-.081	.748**	1
	Sig. (2-tailed)	.684	.472	.271	.473	.000	.
	N	81	81	81	81	81	81

**. Correlation is significant at the 0.01 level (2-tailed).

TABLE 12

DESCRIPTIVE STATISTICS ON POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES CLASSIFIED AS HAVING A MENTAL ILLNESS

NEWTYPE		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
MENTAL ILLNESS	Mean	169.14	169.78	.63	199.27	206.11	6.85
	Std. Deviation	15.252	14.009	14.613	15.554	22.401	16.909
	N	98	98	98	98	98	98
Total	Mean	169.14	169.78	.63	199.27	206.11	6.85
	Std. Deviation	15.252	14.009	14.613	15.554	22.401	16.909
	N	98	98	98	98	98	98

TABLE 13

INTER-CORRELATIONS BETWEEN POWER AND CASAS PRE, POST, AND CHANGE SCORES FOR EXAMINEES CLASSIFIED AS HAVING A MENTAL ILLNESS

		POWER PRE SCALE SCORE	POWER POST SCALE SCORE	CHANGE PRE TO POST POWER	CASAS PRE SCALE SCORE	CASAS POST SCALE SCORE	CHANGE PRE TO POST CASAS
POWER PRE SCALE SCORE	Pearson Correlation	1	.504**	-.561**	.164	.084	-.040
	Sig. (2-tailed)	.	.000	.000	.107	.413	.696
	N	98	98	98	98	98	98
POWER POST SCALE SCORE	Pearson Correlation	.504**	1	.433**	-.015	.046	.074
	Sig. (2-tailed)	.000	.	.000	.887	.654	.469
	N	98	98	98	98	98	98
CHANGE PRE TO POST POWER	Pearson Correlation	-.561**	.433**	1	-.185	-.043	.113
	Sig. (2-tailed)	.000	.000	.	.068	.672	.269
	N	98	98	98	98	98	98
CASAS PRE SCALE SCORE	Pearson Correlation	.164	-.015	-.185	1	.657**	-.050
	Sig. (2-tailed)	.107	.887	.068	.	.000	.628
	N	98	98	98	98	98	98
CASAS POST SCALE SCORE	Pearson Correlation	.084	.046	-.043	.657**	1	.720**
	Sig. (2-tailed)	.413	.654	.672	.000	.	.000
	N	98	98	98	98	98	98
CHANGE PRE TO POST CASAS	Pearson Correlation	-.040	.074	.113	-.050	.720**	1
	Sig. (2-tailed)	.696	.469	.269	.628	.000	.
	N	98	98	98	98	98	98

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix D
POWER Assessment Instrument

P E R S O N A L   D A T A

Start Date In Program: ____/____/____

Name of Individual Observed: ____________________ **ID #** ____________ **Date of Birth:** ____/____/____

Gender
- ☐ Female
- ☐ Male

Ethnicity
- ☐ Hispanic/Latino
- ☐ NonHispanic/Latino

Race
- ☐ Alaska Native
- ☐ American Indian
- ☐ Asian
- ☐ Black or African-American
- ☐ Fillipino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White

Native Language
- ☐ English
- ☐ Spanish
- ☐ Vietnemese
- ☐ Chinese
- ☐ Hmong
- ☐ Cambodian
- ☐ Tagalog
- ☐ Korean
- ☐ Lao
- ☐ Russian
- ☐ Farsi
- ☐ Other________

Primary Disability *(Please select only one)*
- ☐ Physical Disability
- ☐ Hearing Impairment
- ☐ Visual Impairment
- ☐ Brain Injury
- ☐ Autism
- ☐ Cerebral Palsy
- ☐ Epilepsy
- ☐ Mental Illness
- ☐ Severe Mental Retardation
- ☐ Moderate Mental Retardation
- ☐ Mild Mental Retardation

Strengths of Individual *(Select as many as apply)*
- ☐ Physical *(strong, gross motorskills, can perform manual labor)*
- ☐ Cognitive *(speaks words, verbal, learns quickly)*
- ☐ Social *(acknowledges other people, sense of humor, friendly, outgoing)*
- ☐ Bilingual *(speaks words, verbal, learns quickly)*
- ☐ Independent *(does not rely on coach to complete tasks)*
- ☐ Motivated *(likes to work, determined, wants to be at work and in community)*
- ☐ Reliable *(responsible, listens to directions, stays with task until completion)*
- ☐ Hygiene *(demonstrates pleasant appearance consistently)*
- ☐ Self-Advocate *(requests assistance when needed, demonstrates leadership)*

Special Needs: *(Select as many as apply)*
- ☐ Flexible Schedule *(restricted to certain days or times of days)*
- ☐ Safety Restrictions *(unable to work near hazardous materials or open work areas)*
- ☐ Accessible Restroom
- ☐ Weight Restrictions *(can't lift more than 10 pounds)*
- ☐ Transportation Restrictions *(uses handi-car or relies on parent transportation)*

Other Disabilities *(Describe as many as apply)*

____

____

____

____

Communication *(Select as many as apply)*
- ☐ Non verbal
- ☐ ASL *(American Sign Language, reads lips)*
- ☐ Modified Signs *(uses body language, gestures)*
- ☐ Assistive Technology *(communication board, touch screen)*

Were Individual Plan Goals Written Using WESS?

☐ Yes ☐ No

Type of Work Program
- ☐ Individual Placement
- ☐ 1:1 *(with job coach)*
- ☐ 1:2, 1:3, *(part of a group)*
- ☐ 1:4 *(part of a group)*
- ☐ 1:5+ *(part of a group)*

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Person completing observation: ________________ **Title:** ____________

Program Name: ________________ **Location (city/state):** ____________

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PERSONAL DATA

OBSERVATION 1

Location of Observation ______________________

Job Area ______________________

Job Tasks ______________________

Average Hours Worked per Week ______________________

Date of observation: ____/____/____

Start Date in Job Placement ____/____/____

Wage: ______________________

F+? ☐

OBSERVATION 2

Location of Observation ______________________

Job Area ______________________

Job Tasks ______________________

Average Hours Worked per Week ______________________

Date of observation: ____/____/____

Start Date in Job Placement ____/____/____

Wage: ______________________

F+? ☐

OBSERVATION 3

Location of Observation ______________________

Job Area ______________________

Job Tasks ______________________

Average Hours Worked per Week ______________________

Date of observation: ____/____/____

Start Date in Job Placement ____/____/____

Wage: ______________________

F+? ☐

DEFINITIONS

Job Area — *for example, custodial, circulation, cleaner, stock clerk*

Job Tasks — *for example, sweep floors, organizing, folding boxes*

F+ — *jobs other than Food (restaurant, food service), Filth (janitorial, cleaning) or Flowers (nursery, landscaping)*

Advancement/Enhancement — *higher level of tasks, more tasks, more hours, increased wages*

Non-Traditional for Gender — *25% or less of gender is in job category (female in autoshop, male in clerical position)*

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SKILLS PROFILE

WESS — Workplace and Employability Skills Summary for Supported Employment

Name of Individual Observed: ______________________ **ID#:** ______________

Skill *Performance levels are transfered to this Profile as entered on the Performance Record*		**Performance Level**		
		Obs. 1	**Obs. 2**	**Obs. 3**
		Date:	**Date:**	**Date:**
I. Career Development				
1. Responds to personal Information requests	0.2.1			
2. Develops a personal resume	4.1.2			
3. Establishes employment goals	4.1.9b			
4. Participates in a job interview	4.1.5			
5. Communicates correct time	2.3.1			
6. Uses public pay phone correctly	2.1.6			
7. Follows directions found on public signs and buildings	2.5.4			
8. Communicates weekly work schedule	2.3.2			
	Average for Section I			
II. WORKPLACE BASICS AND COMMUNITY INTEGRATION				
9. Rides public transportation	2.2.3			
10. Follows traffic signals and signs	2.2.2			
11. Dresses appropriately for work	4.4.1f			
12. Maintains acceptable hygiene and grooming at work	8.1.1			
13. Establishes work plan	4.4.4a			
14. Relates to and manages time appropriately on the job	7.1.2			
15. Attends to work tasks from beginning through completion	4.4.1a			
16. Performs work tasks with an acceptable level of productivity	4.4.6			
17. Follows directions on safety signs in the workplace	4.3.1			
18. Utilizes facilities within the community to meet daily needs	2.5.2a			
19. Exercises safety precautions within the community	4.3.3			
	Average for Section II			
III. USE OF NATURAL SUPPORTS				
20. Interacts with co-workers during scheduled time and breaks	4.4.1c			
21. Maintains acceptable contact with co-workers	4.8.1a			
22. Communicates about personal activities and interests	0.2.4			
23. Follows social customs during scheduled work shifts	4.4.1e			
24. Participates in social activities with co-workers	4.8.1e			
25. Identifies support persons in the community	8.3.2			
26. Identifies co-workers who will assist as coach support fades	4.4.5			
27. Utilizes and participates in employee support services	4.9.3a			
	Average for Section III			
Overall Average				

Record on the back any significant comments regarding the observation or the individual's work situation as noted on the Performance Record. Attach additional sheets if necessary.

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WESS — Workplace and Employability Skills Summary for Supported Employment

This section addresses observations that are difficult to identify on the Performance Record and Skills Summary. Events that were observed while completing the Performance Record are analyzed using a capacity-search based description method (B. Mount and K. Zwernik, 1988). Using a capacity-search based description provides more information that tends to emphasize strengths and capacities of the person being observed.

This section should be written in a narrative form to include:

- easily understood phrases without professional jargon
- non-sexist language when describing capabilities
- respectful and non-judgmental comments regarding a person
- sufficient information to enable the reader to understand what occurred during the observation

SAMPLE

Career Development

Sue completed a résumé, submitted it, and became employed by Burger King over two weeks ago. Sue has difficulty with numbers, so she receives assistance from her job coach to help her in her lack of perception of time. Sue enjoys working three days per week but has requested to work up to five days per week.

Workplace Basics/Community Integration

Sue travels to her new job by public bus and always arrives well-groomed, with her uniform clean. She is extremely industrious, completing a large amount of work in a short time. She works with minimal supervision. Sue's primary work limitation is her inability to complete portions of a task in her rush to move on to the next task.

On her way home from work, Sue will stop at the shopping mall to meet her best friends and to shop and have a soda.

Natural Supports

Sue is a very sociable and likable young woman. She readily greets her co-workers in an out-going manner. Currently, she knows the names of her manager and assistant manager and is learning the names of other co-workers. She takes a 10 minute break in the employee lounge for a cup of coffee. Sue, however, became noticeably nervous when working with male co-workers, but became much calmer and better able to focus on tasks at hand when working alone or with a female co-worker.

She has joined an employee Jazzercize class and participates one time per week. She also attended the employee holiday party with her best friend and brought cookies to share.

WESS — Workplace and Employability Skills Summary for Supported Employment

Directions: Fill out the information requested below, and then, in a narrative, illustrative, style, write about your observations as they directly relate to the results from the Skills Profile and the abilities and support needs of the individual. Use back of paper, if necessary.

Date ____________ **Observation 1** ___ **2** ___ **3** ___ **(check one)**

Individual's Name: ____

Career Development: ____

____

____

Workplace Basics/Community Integration: ____

____

____

____

Natural Supports: ____

____

____

____

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WESS — Workplace and Employability Skills Summary for Supported Employment

Performance Record

Name of person being observed:

____

Company: ____

Location: ____

Position: ____

Employed since (date): ____________________________________

Date of Observation: #1 ___/___/___ #2 ___/___/___ #3 ___/___/___

Name of person completing form: ______________ ______________ ______________

Title: ______________ ______________ ______________

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WESS — Workplace and Employability Skills Summary for Supported Employment

The **WESS — Workplace and Employability Skills Summary for Supported Employment —** serves as a tool for observing the performance status of participants in supported employment programs. This standardized procedure is used in monitoring accountability — of both the individual and the program - by showing progress across successive observations.

The instrument lists specific workplace and employability skills that have been identified as important for successful long-term job placement. The skills are divided into three sections: career development, workplace basics and community integra-tion, and use of natural supports in employment and community settings. An Observation Guide provides performance level descriptors that give specific benchmarks and include sample prompts that illustrate levels of assistance offered by support persons. Reference to the CASAS competencies that relate to each skill is also given (see the list, Priority **POWER** *Basic Skills: Independent Living, Community Access, and Employability* in the administration manual). The **WESS** may be completed by support professionals who are responsible for direct supervision of the person being observed or by personnel from outside agencies. When applicable, the assessors identify performance levels on the basis of direct on-the-job observation and consultation with the job coach and employer. Observers can also use previous documentation, experience and information from third parties when necessary.

Observations can take place before or at initial job placement, during job maintenance, and after the individual attains satisfactory job performance, usually six to twelve months into the job. Often programs prefer to observe at the beginning and end of the program year to coincide with the individual planning process.

The performance levels used in the instru-ment are based on the amount of assistance required from a support person in order for the individual to perform the skill or task. Definitions of assist levels are:

0. Cannot perform at this time. The individual cannot perform the task at this time, even when given all levels of support, including full assistance.

1. Full physical assistance. The support person assists by giving hands-on guidance or physical support at any time during the task, e.g., "I'll help you take out your ID card."

2. Direct verbal/gestural prompts. The support person gives specific commands or directions or uses gestures to provide instructions for completing the task or skill, e.g., "Wash your hands."

3. Indirect prompts. The support person makes a verbal statement, usually a question, to guide the individual; generally requires interpretation on the part of the individual, e.g., "What's the next step?"

4. Independence. The individual performs the task independently without assistance.

In cases indicating some level of assistance, the support person is with the individual at all times. Support may come from a paid staff person, co-worker, friend, care provider or other natural support.

Completing the Performance Record

1. On the cover, enter the date that the observation is being done and the name and title of the person doing the observation.
2. On the performance record, circle for each skill the number (level 0 to 4) that most closely identifies the performance level of the person being observed. Refer to the performance level descriptions in the Observation Guide where useful.
3. Check the box corresponding to the basis (Direct Observation, Prior Experience, or Third Party) on which the level is decided. Write N/A in the Comments box if the skill does not apply to the person's job. Write N/O if the person's performance of the skill can not be observed and no documentation or third party information is available.
4. Under Comments, provide any pertinent elaboration or explanation regarding the individual's performance or conditions at the worksite, e.g.: "The supervisor has modified this individual's job duties three times since the last observation."

Interpretation of Results

There are two ways in which the completed Summary can be interpreted:

(1) Comparison of observations across dates to check the progress of the individual in moving toward increased independence.

(2) Examination of observations to determine the level of support identified in order for the individual to successfully perform a particular job or set of skills.

See Administration Manual for further detail.

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WESS — Workplace and Employability Skills Summary for Supported Employment

Skill showing related CASAS competencies	Obs.#	Performance Level	Direct Obs.	Prev. Exp.	3rd Party	Comments
I. Career Development						
1. **Responds appropriately to common personal information and identification requests**; including, but not limited to: accurately communicates first and last name, address, phone number, age; shows personal identification card upon request *0.2.1*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
2. **Develops a personal resume, either typewritten or computer generated, for work placement**; including, but not limited to: lists personal information, education/training experience, paid or volunteer work placements, and special skills and awards *4.1.2*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
3. **Establishes personal employment goals that are realistic for strengths and abilities**; including, but not limited to: communicates employment or career choices, and matches interests to skill level *4.1.9b*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	

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WESS — Workplace and Employability Skills Summary for Supported Employment

Skill showing related CASAS competencies	Obs.#	Performance Level	Direct Obs.	Prev. Exp.	3rd Party	Comments
II. Workplace Basics and Community Integrtion— continued						
18. **Utilizes facilities within the community to meet daily needs;** including, but not limited to: shops and makes purchases in grocery, drug, and department stores, orders and eats at restaurants, makes transactions at banks, uses post office services *2.5.2a*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
19. **Exercises safety precautions within the community;** including, but not limited to: recognizes potential vehicle hazards, limits interactions with strangers, avoids dangerous areas. *4.3.3, 3.4.2*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	

Providing Options for
POWER

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WESS — Workplace and Employability Skills Summary for Supported Employment

Skill showing related CASAS competencies	Obs.#	Performance Level	Direct Obs.	Prev. Exp.	3rd Party	Comments
III. USE OF NATURAL SUPPORTS						
20. **Interacts positively and appropriately with co-workers during scheduled work time and/or breaks;** including, but not limited to: greets co-workers by name and initiates and engages in appropriate conversations with co-workers *4.4.1c*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
21. **Maintains acceptable contact with co-workers while performing job tasks;** including, but not limited to: shows respect regarding work space *4.8.1a*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
22. **Communicates appropriately about daily and leisure activities and personal interests** *0.2.4*	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	

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WESS — Workplace and Employability Skills Summary for Supported Employment

Skill	Performance Level Descriptors
I. Career Development	
1. **Responds appropriately to common personal information and identification requests;** including, but not limited to: accurately communicates first and last name, address, phone number, age; shows personal identification card upon request *0.2.1*	0 Does not currently respond appropriately to common personal information requests when given all levels of support 1 Responds appropriately to common personal information requests when a support person models answers, restates and repeats questions, and/or gives hands-on guidance when a communication device is used, e.g., "Mr. Smith wants to know your first and last name. I'll help you take out your ID card to show him." 2 Responds appropriately to personal information requests with support person giving direct verbal/gestural prompting; support person may need to clarify or correct answers, e.g., "Tell Mr. Smith how old you are, not when your birthday is. Show him your ID card." 3 Responds appropriately to common personal information requests with support person giving only indirect prompts, e.g., "Do you have something in your wallet that shows your address?" 4 Independently responds accurately to common personal information requests and can show personal identification upon request with little or no difficulty
2. **Develops a personal resume, either type written or computer generated, for work placement;** including, but not limited to: lists personal information, education/ training experience, paid or volunteer work placements, and special skills and awards *4.1.2*	0 Does not currently develop a personal resume for work placement when given all levels of support 1 Develops a personal resume, either typewritten or computer generated, for work placement only when support person gives full physical assistance by modeling information and using hands-on guidance to complete resume, e.g., "You went to Kennedy High School. Now I'll help you include that in your resume." 2 Develops a personal resume, either typewritten or computer generated, for work placement when given direct verbal/gestural prompts from support person, e.g., "You need to include the name of your high school and the date you graduated." 3 Develops a personal resume, either typewritten or computer generated, for work placement, given only indirect prompting, e.g., "What should you put under 'Education'?" 4 Independently develops a personal resume, either typewritten or computer generated, for work placement with little or no difficulty

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WESS — Workplace and Employability Skills Summary for Supported Employment

Skill	Performance Level Descriptors
16. **Performs work tasks with an acceptable level of productivity and quality;** including, but not limited to: completes acceptable amount of assigned work, works with acceptable level of quality, detects and/or corrects errors, seeks help if needed, responds to feedback *4.4.6, 4.6.1*	0 Does not currently perform work tasks with an acceptable level of productivity and quality 1 Performs work tasks with an acceptable level of productivity and quality when support person gives full physical assistance and direct verbal/gestural prompts with hands-on guidance in completing work tasks. "I will help you use the fax machine so you can finish on time." 2 "You need to fax 10 documents today before you leave." 3 "Who would you need to ask if you are unsure what step in faxing these documents comes next? 4 Independently performs work tasks with an acceptable level of productivity with little or no difficulty
17. **Follows directions on safety signs in the workplace;** including, but not limited to: Wet Floor, Danger, Please Hold Handrail, Caution, etc. *4.3.1*	0 Does not currently follow directions on workplace safety signs when given all levels of support 1 Follows directions on workplace safety signs only when support person interprets signs and gives full physical assistance and hands-on guidance, e.g., "The sign says Wet Floor. I'll help you get around this area where the floor is wet." 2 Follows directions on workplace safety signs when support person gives direct verbal/gestural prompts. e.g. "You need to walk around the area where the sign says the floor is wet." 3 Follows directions on workplace safety signs when support person gives only indirect verbal/gestural prompts, e.g. ,"Do you see that sign over there? What should you do?" 4 Independently follows directions on workplace safety signs, with little or no difficulty
18. **Utilizes facilities within the community to meet daily needs;** including, but not limited to: e.g., shops and makes purchases in grocery, drug, and department stores, orders and eats at restaurants, makes transactions at banks, and uses post office services *2.5.2a*	0 Does not currently utilize facilities within the community to meet daily needs when given all levels of support 1 Utilizes facilities within the community to meet daily needs only when support person gives direct instruction, hands-on guidance, and physical assistance. e.g., "I will help you locate the milk and pay for it at the check-out stand." 2 Utilizes facilities within the community to meet daily needs when support person gives direct gestural/verbal prompts, e.g "Go to the dairy section of the store to pick up milk to buy." 3 Utilizes facilities within the community to meet daily needs with support person giving only indirect gestural/verbal prompts when necessary, e. "What section of the store would you find milk?" 4 Independently utilizes facilities within the community to meet daily needs, with little or no difficulty

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WESS — Workplace and Employability Skills Summary for Supported Employment

Skill	Performance Level Descriptors
19. **Exercises safety precautions within the community;** including, but not limited to: recognizes potential vehicle hazards, limits interactions with strangers, avoids dangerous areas. *4.3.3, 3.4.2*	0 Does not currently exercise safety precautions within the community when given all levels of support 1 Exercises safety precautions within the community when support person provides all levels of support including hands-on guidance, e.g., "I will help you walk around that car that is backing up." 2 Exercises safety precautions within the community when support person gives direct verbal/gestural prompts, e.g., "Do not walk through the construction site on the way to work, walk another way." 3 Exercises safety precautions within the community when support person gives only indirect prompts, e.g., "What would you do if someone you don't know asked you for money?" 4 Independently exercises safety precautions within the community, with little or no difficulty
III. Use of Natural Supports	
20. **Interacts positively and appropriately with co-workers during scheduled work time and/or breaks;** including, but not limited to: greets co-workers by name and initiates and engages in appropriate conversations with co-workers *4.4.1c*	0 Does not currently interact appropriately with, greet or converse with co-workers when given all levels of support 1 Interacts appropriately with co-workers, greeting them by name and initiating and engaging in appropriate conversation, only when support person models interaction with co-workers and/or gives full physical assistance if using a communication device, e.g., "Jenny, you'll be working with Angela today, helping her wipe off the tables and chairs. I'll help you to say hello to Angela and to tell her that you'll be helping her today." 2 Interacts appropriately with co-workers, greeting them by name and initiating and engaging in appropriate conversation, when support person gives direct verbal/gestural prompts, e.g., "Angela is sitting over there by the coffee pot. Walk over to her, say hello, and let her know you'll be working with her to wipe off the tables and chairs today." 3 Interacts appropriately with co-workers, greeting them by name and initiating and engaging in appropriate conversation, with only indirect verbal gestural prompts from support person, e.g., "When you say hello to Angela this morning, what else do you need to tell her?" 4 Independently interacts positively and appropriately with co-workers, greets them by name and converses appropriately, with little or no difficulty

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Appendix E
POWER Curriculum Samples

POWER CURRICULUM

POWER AREA: Career Development

SUBJECT: Job Seeking

ACTIVITY: Developing a Resume

SUPPORTS:

Family Members	Case Manager	Job Coach
Friends	Job Developer	Job Club Staff
Rehab/Vocational Counselor		

CASAS COMPETENCY: 4.1.2 Develops a personal resume, either typewritten or computer generated, for work placement; including, but not limited to: lists personal information, education/training experience, paid or volunteer work placements, and special skills and awards

TASK	STRATEGIES	INSTRUCTOR NOTES
1. Acknowledge need to develop a personal resume	Participate in individual/group discussions Observe peers and others	
2. Choose assistive device(s) to be used in physical development of resume	Determine printing, writing and oral abilities to convey information for inclusion in resume Determine any computer wordprocessing or typewriter usage abilities	

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3. Select appropriate categories and corresponding information to be listed on resume	Review employment goals, life accomplishments including education and employment, and other relevant personal/work-related matters: ▪ Personal: name, address and telephone number ▪ Objective: career goal or general field of work ▪ Education/Training: schools attended (with dates), focus of coursework, and diplomas/certificates/awards received ▪ Work History: places of employment (with dates), company address, company telephone number, position held and duties performed ▪ Volunteer/Community Service Work: name of agency, telephone number, services performed/awards received ▪ Organizational memberships ▪ Special Skills ▪ References: name, type of reference (personal of work-related) and telephone number	
4. Use assistive device(s) (see Task 2) to develop resume	Contact person or service chosen to physically develop resume (see Task 2)	

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POWER CURRICULUM

POWER AREA: Workplace Basics and Community Integration

SUBJECT: Shopping

ACTIVITY: Shopping at the Supermarket

SUPPORTS:

Family Members	Case Manager	Job Coach
Friends	Job Developer	Job Club Staff
Rehab/Vocational Counselor		

CASAS COMPETENCY: 2.5.2a
Utilizes facilities within the community to meet daily needs; including, but not limited to: shops and makes purchases in grocery, drug, and department stores, orders and eats at restaurants, makes transactions at banks, and uses post office services

TASK	STRATEGIES	INSTRUCTOR NOTES
1. Assess needed food and household items for one week or less		
2. Prepare list according to specific food and household groups	Prepare printed list of items according to food groups (see Task 1) Develop picture cards	
3. Prepare budget and adjust list to match budget		
4. Select payment option		

5. Select supermarket/grocery store	Identify neighborhood markets Visit each to determine accessibility, quality, and availability of staff assistance (see Task 8)	
6. Arrange transportation in advance	Obtain ride from family or friends Use community van services Take bus or other public transportation ▪ Refer to Module CASAS Competency 2.2.3 *Rides public transportation*	
7. Locate entrance sign and enter market	Assess need for mobility training Check for wheelchair accessibility Conduct pre-shopping visit to chosen market (see also Tasks 8, 9) Practice safety procedures	
8. Identify store personnel	At pre-shopping visit identify personnel markers (e.g., uniforms and/or badges) Develop picture card	

9. Obtain push cart, rider cart, or basket for placement of items	Ask for assistance, if needed (see Task 8) At pre-shopping visit identify location of carts and baskets	
10. Locate specific market areas to obtain needed items	Use overhead aisle signs Refer to printed list or card (see Task 2) Ask for assistance, if needed (see Task 8)	
11. Choose items comparing price and quality		
12. Place each item in cart or basket and remove item from list	Assess need for "item access" training Cross off each item from list Turn card over or pencil mark with "X"	
13. Ask for assistance from store personnel if needed (see Task 8)	Approach store personnel (see Task 8) Participate in individual/group discussions and role plays	
14. Enter and wait in checkout lane while maintaining appropriate personal behavior	Count number of items to determine if fewer than ten for express lane Enter appropriate lane with cart or basket Wait quietly as line shortens and move up as appropriate Keep hands to self	

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15. Place items on checkout counter	Wait for open space on counter Place purchases on counter Ask for assistance, if needed (see Task 8)	
16. Respond to cashier's greeting and questions (e.g., choice of paper or plastic sacks)	Participate in individual/group discussions and role plays Use moderate voice	
17. Listen for total cost of purchases and pay for items (see Task 4)	Ask cashier (use moderate voice), to repeat cost, speak slowly or louder if necessary Develop card(s) with requests of same Show card to cashier Use payment option (see Task 4)	
18. Gather all sacks of purchased items, locate exit sign and exit market	Ask for assistance, if needed (see Task 8) Check for wheelchair accessibility Practice safety procedures	
19. Leave premises through pre-arranged transportation (see Task 6)	Obtain ride from family or friends Use community van services Take bus or other public transportation ▪ Refer to Module CASAS Competency 2.2.3 *Rides public transportation*	

POWER CURRICULUM

POWER AREA: Use of Natural Supports

SUBJECT: Interacting with co-workers

ACTIVITY: Maintains acceptable contact with co-workers

SUPPORTS:

Family Members	Case Manager	Job Coach
Friends	Job Developer	Job Club Staff
Rehab/Vocational Counselor		

CASAS COMPETENCY: 4.8.1a Maintains acceptable contact with co-workers while performing job tasks; including, but not limited to: shows respect regarding work space

TASK	STRATEGIES	INSTRUCTOR NOTES
1. Identify acceptable behaviors related to interacting with co-workers common to most work environments, e.g. courtesy, cooperation, accepting feedback	Discuss importance of interacting appropriately with co-workers Observe models of acceptable interactions (videotapes, role plays, picture cards)	
2. Identify acceptable behaviors related to interacting with co-workers specific to current work environment	Observe current work environment ▪ Identify key desirable behaviors, e.g. accepting and returning kidding ▪ Identify key undesirable behaviors, e. g. interrupting while co-worker is using machinery ▪ Identify any potential problem areas, e.g. difficult co-worker Ask job mentor for clarification, if needed	

3. Determine areas of relative strength and weakness relative to interacting with co-workers	Conduct discrepancy analysis to compare worker's interactions with co-workers with those of non-disabled peers Identify relative strengths and weaknesses	
4. Improve skills in identified areas of need	Prioritize skills according to level of importance to current work environment Teach and support skills, with emphasis on those most critical for success in current workplace Model, role play, practice skills as needed Determine need for adaptations and support on the job	

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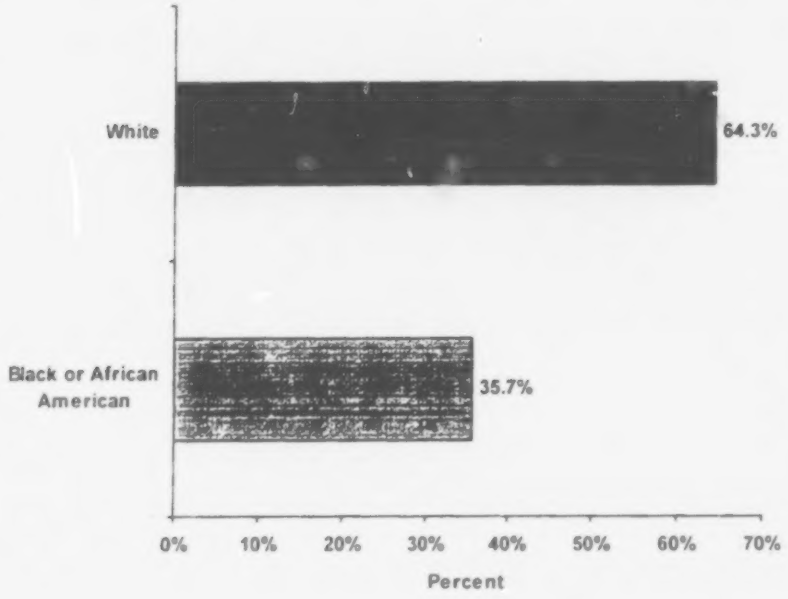
5. Demonstrate acceptable contact with co-workers	Program work tasks, when possible, to maximize opportunities to utilize identified strengths, e.g. if cooperation is a strength, request to share work tasks with co-worker when possible Program work environment, when possible, to maximize opportunities for worker to utilize strengths, e.g. change work area to location in proximity to friendly, helpful co-workers Guided support of developing skills Fade support as needed	

Appendix F
Sample POWER MIS Reports

CASAS POWER II Project

Race

Agency: Brunswick Community College North Carolina
Program: ALL
(N = 42)



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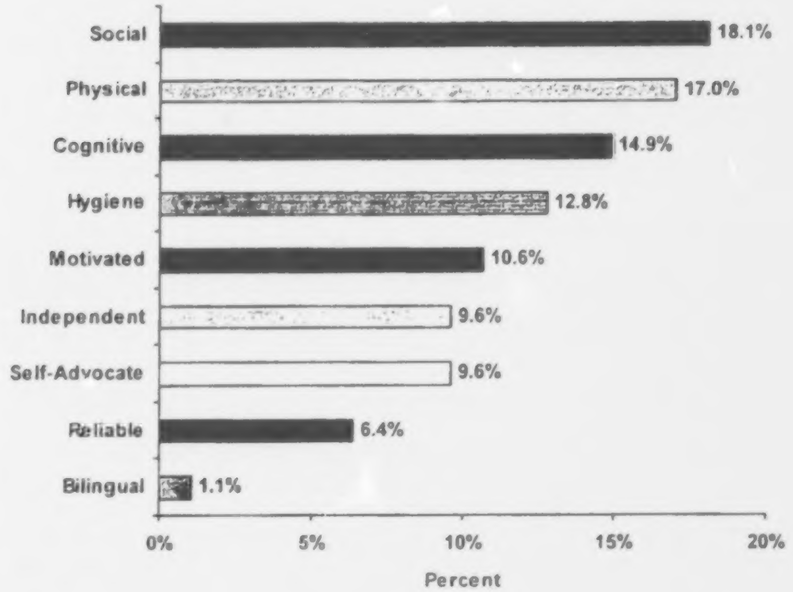
Strengths

Agency: Mt Vernon Developmental Center (OH)

Program: ALL

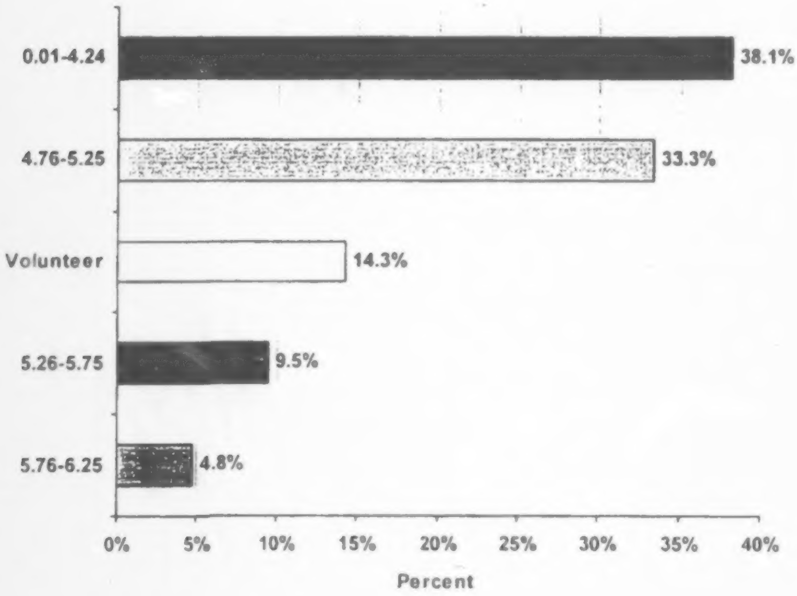
(N = 94)



© CASAS

Wage

Agency: Mt Vernon Developmental Center (OH)
Program: ALL
Observation: 1
(N = 21)



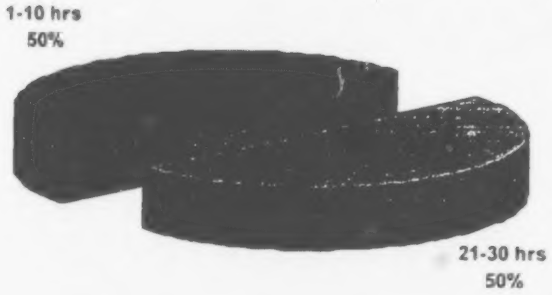
CASAS POWER II Project

Hrs Worked per Week

Agency: North Iowa Area Community College

Program: ALL

(N = 12)



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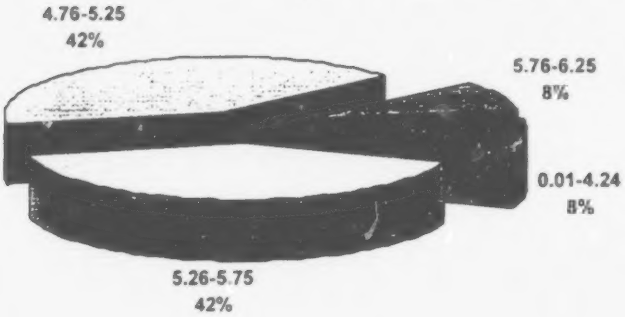
Wage

Agency: North Iowa Area Community College

Program: ALL

(N = 12)



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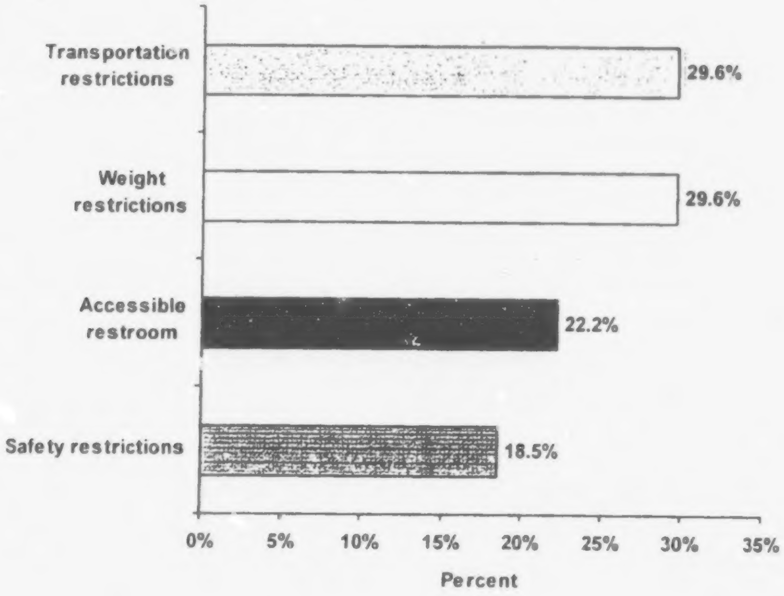
Special Needs

Agency: Northeast Iowa Community College
Program: ALL
(N = 27)



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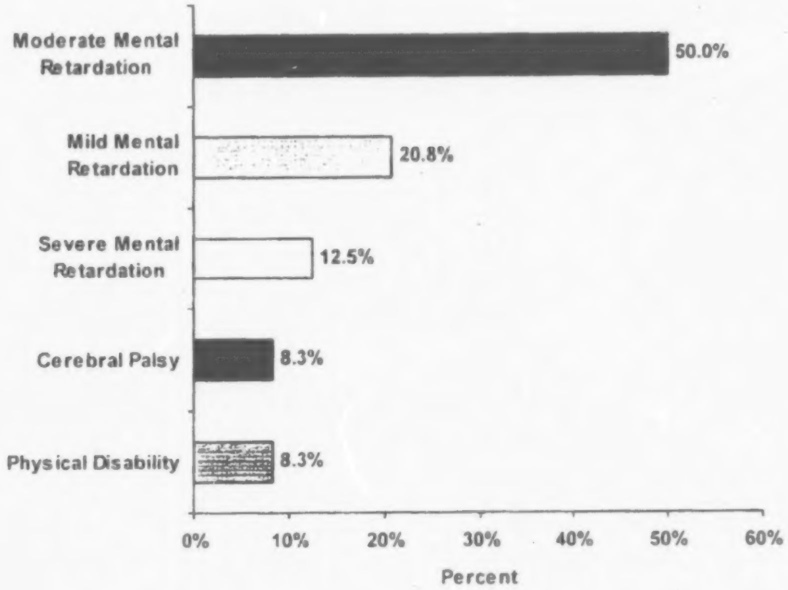
CASAS POWER II Project

Primary Disability

Agency: Northeast Iowa Community College
Program: ALL
(N = 24)



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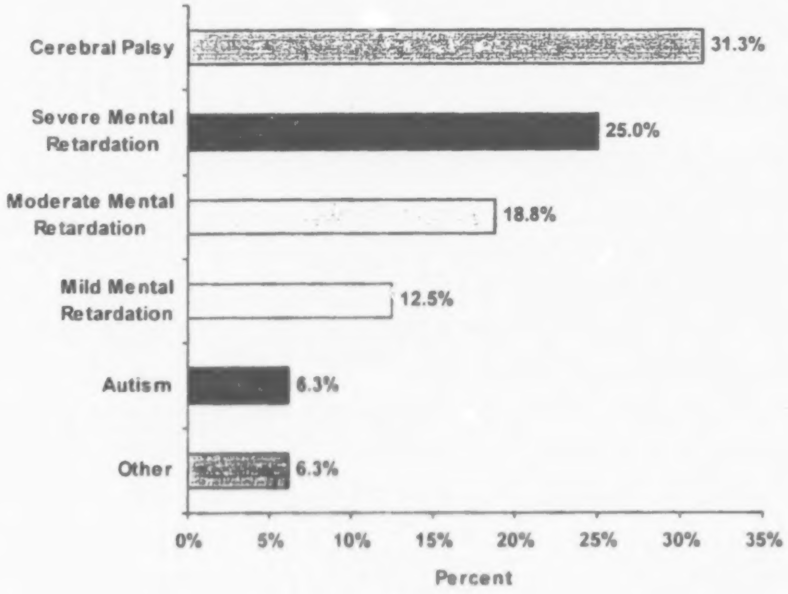
CASAS POWER II Project

Primary Disability

Agency: Northwest Iowa Community College

Program: ALL

(N = 16)



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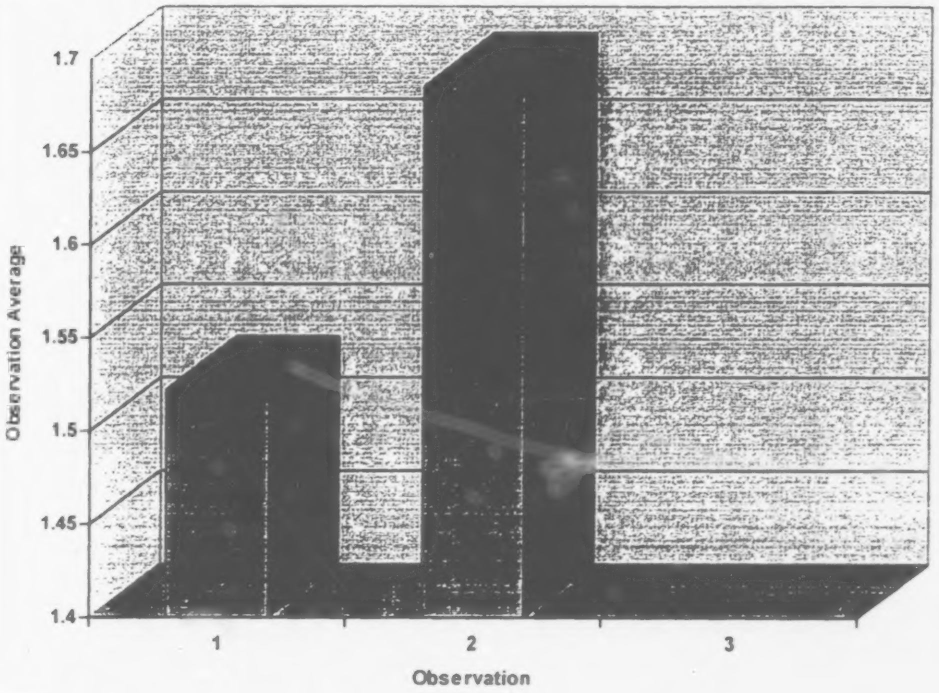
CASAS POWER II Project

Gain

Agency: Northwest Iowa Community College

Program: ALL

(N = 13)



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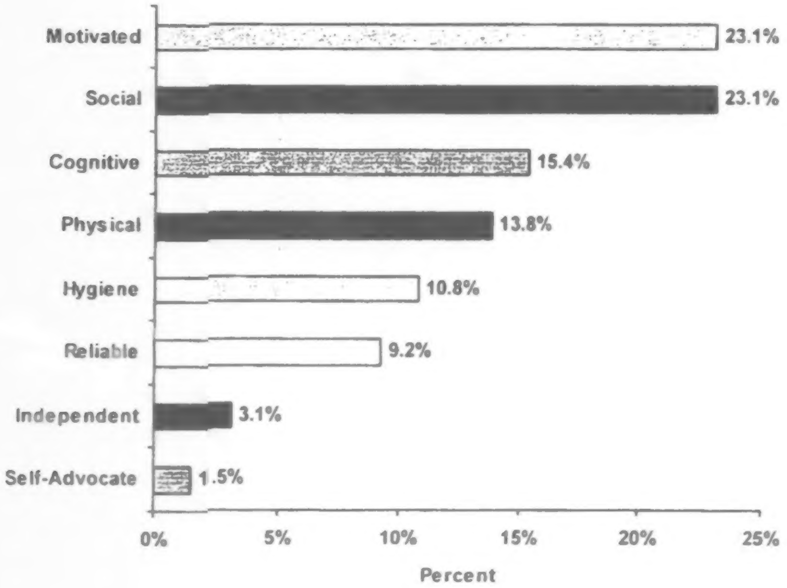
Strengths

Agency: Iowa Valley Community College District
Program: T-CDC
(N = 65)



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CASAS POWER II Project

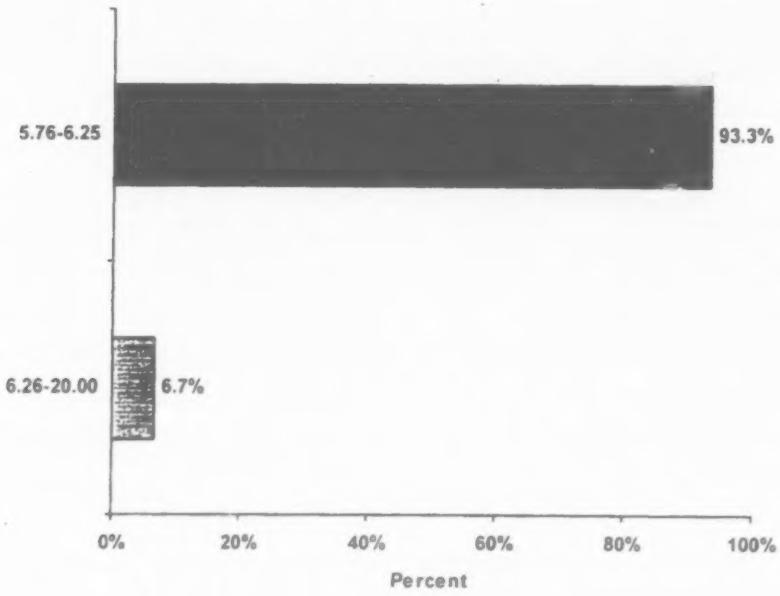
Wage

Agency: Iowa Valley Community College District

Program: T-CDC

Observation: 1

(N = 15)



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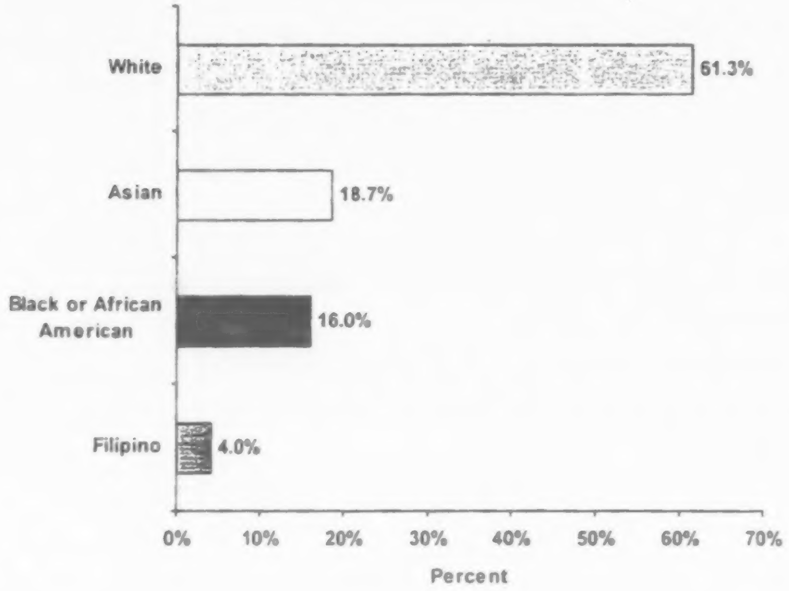
Race

Agency: A. Warren McClaskey Adult Center

Program: ALL

(N = 75)



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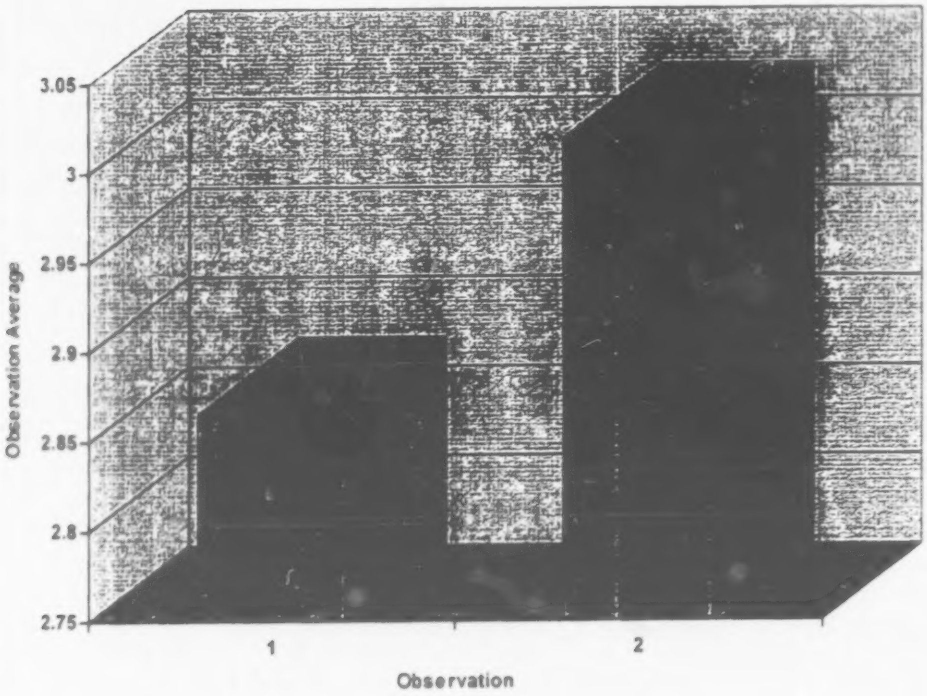
Gain

Agency: A. Warren McClaskey Adult Center
Program: ALL
(N = 75)



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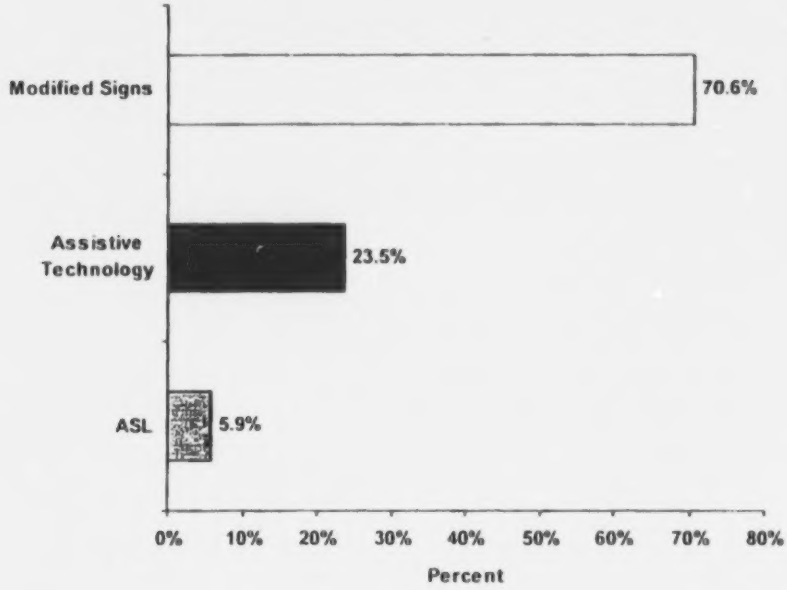
Communication

Agency: Hacienda La Puente Adult School

Program: ALL

(N = 17)



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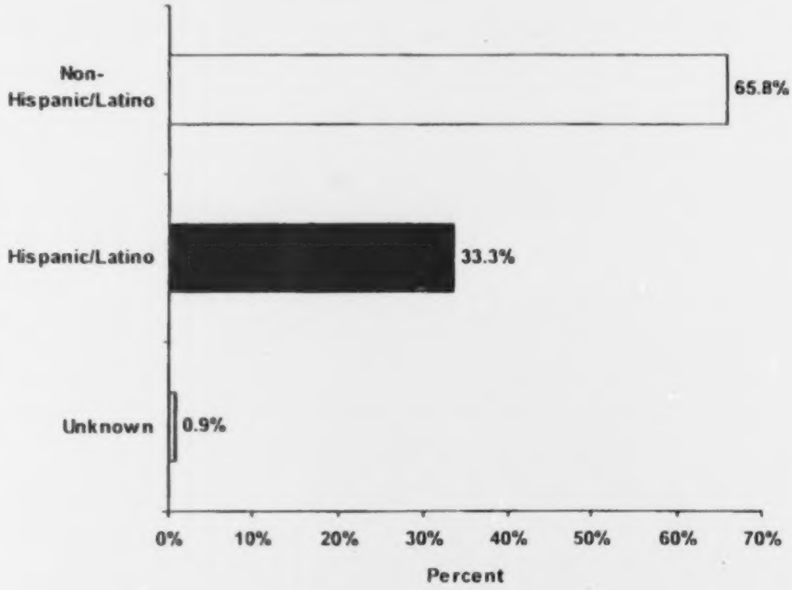
CASAS POWER II Project

Ethnicity

Agency: Hacienda La Puente Adult School

Program: ALL

(N = 117)



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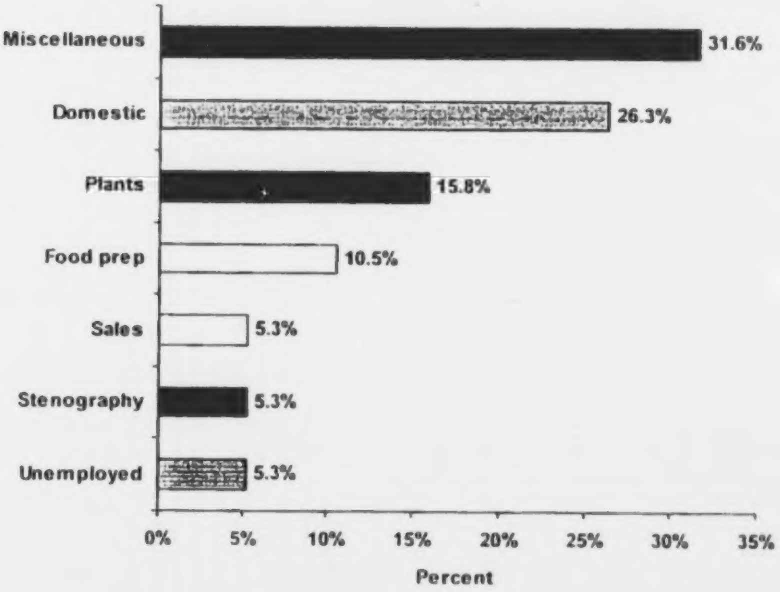
DOT Code

Agency: Brunswick Community College North Carolina
Program: ALL
Observation: 2
(N = 19)



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Appendix G
Sample Training Agendas

AGENDA
POWER Training for Community College/Adult Education Programs
CONTINUING Sites Implementing POWER
October, 2001

8:30 a.m.	Introductions Training Sign-in Sheets
8:45 a.m.	**2000-2001 Pilot Study Update** Focus/Benefits Records Submitted/Usable Results of POWER Calibration
9:30 a.m.	**Accountability Requirements for 2001-02** TOPSpro Records/POWER Observations Requirements for Benchmarks Timelines for Submitting Data
10:15 a.m.	**Quality Data Collection** Test Administration Completing Performance Record
10:30 a.m.	Break
10:45 p.m.	**Scoring Performance Levels** Activity – Scoring Criteria Appropriate Adaptations in Classroom Activity – Adaptations Curriculum and Instructional Modules Activity – Assessment to Instruction
12:00 p.m.	Lunch
1:15 p.m.	**Management Information System** Required Data Fields Export to TOPSpro TOPSpro Demographics
2:15 p.m.	**New Assessment Modules** Results of Surveys Activity – Tasks for Competencies
2:45 p.m.	**Closure** FAQ's Training Verification Questions
3:00 p.m.	**Adjourn**

AGENDA
POWER Training for Community College/Adult Education Programs
NEW Sites Implementing POWER
October, 2001

8:30 a.m.	Introductions Training Sign-in Sheets Training Objectives
8:45 a.m.	**Overview of Assessment System** About POWER – Overview Video CASAS – System Components for POWER
	POWER Individual Profile Personal Data/Skills/Capacity Individual Plan for Adult Classroom
9:15 a.m.	**POWER Assessment Instrument** Performance Record/ Observation Guide Performance Levels Activity – Standardized Scoring Video Activity – Identifying Performance Levels
10:15 a.m.	Break
10:30 a.m.	**Curriculum and Instructional Modules** Organization of Linking Modules Activity – Lesson Plan
11:45 p.m.	Lunch
1:00 p.m	**Accountability Requirements** TOPSpro Records/POWER Observations Requirements for Benchmarks Timelines for Submitting Data
1:45 p.m.	**Management Information System** Advantages Required Data Fields Export to TOPSpro POWER Report Features
2:45 p.m.	**Closure** FAQ's Training Verification Questions
3:00 p.m.	**Adjourn**

AGENDA
POWER Training for Secondary WorkAbility Programs
Hacienda La Puente Adult School
NEW Sites Implementing POWER
February 27, 2001

8:30 a.m.	Introductions Training Sign-in Sheets Training Objectives
8:45 a.m.	**Overview of Assessment System** About POWER – Overview Video CASAS – System Components for POWER
	POWER Individual Profile Personal Data/Skills/Capacity Individual Education and Transition Plan
9:15 a.m.	**POWER Assessment Instrument** Performance Record/ Observation Guide Performance Levels Activity – Standardized Scoring Video Activity – Identifying Performance Levels
10:15 a.m.	Break
10:30 a.m.	**Curriculum and Instructional Modules** Organization of Linking Modules Activity – Job Training Plan
11:45 p.m.	Lunch
1:00 p.m	**Accountability Requirements** POWER Observations Timelines for Submitting Data
1:45 p.m.	**Management Information System** Advantages Required Data Fields Export to CASAS POWER Report Features
2:45 p.m.	**Closure** FAQ's Training Verification Questions
3:00 p.m.	**Adjourn**

Appendix H
Video Practice Scoring Sheet

Video Practice Scoring Sheet

WESS - *Workplace and Employability Skills Summary for Supported Employment*

Use of Natural Supports

Competency 4.4.1C Interacts positively and appropriately with co-workers during scheduled work time and/or breaks; *skills to include but not limited to: greets co-workers by name and initiates and engages in appropriate conversations with co-workers*

PERFORMANCE RECORD	Obs #	Performance Level	Direct Obs.	Prev. Exp.	3rd Party	Comments
Individual #1	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
Individual #2	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
Individual #3	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	

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OBSERVATION GUIDE

0 Does not currently interact appropriately with, greet or converse with co-workers when given all levels of support

1 Interacts appropriately with co-workers, greeting them by name and initiating and engaging in appropriate conversation, only when support person models interaction with co-workers and/or gives full physical assistance if using a communication device, e.g., "Jenny, you'll be working with Angela today, helping her wipe off the tables and chairs. I'll help you to say hello to Angela and to tell her that you'll be helping her today."

2 Interacts appropriately with co-workers, greeting them by name and initiating and engaging in appropriate conversation, when support person gives direct verbal/gestural prompts, e.g., "Angela is sitting over there by the coffee pot. Walk over to her, say hello, and let her know you'll be working with her to wipe off the tables and chairs today."

3 Interacts appropriately with co-workers, greeting them by name and initiating and engaging in appropriate conversation, with only indirect verbal/ gestural prompts from support person, e.g., "When you say hello to Angela this morning, what else do you need to tell her?

4 Independently interacts positively and appropriately with co-workers, greets them by name and converses appropriately, with little or no difficulty

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Career Development

Competency 2.3.2 Communicates weekly work schedule according to days of the week; *responds correctly when asked about scheduled work days*

PERFORMANCE RECORD	Obs #	Performance Level	Direct Obs.	Prev. Exp.	3rd Party	Comments
Individual #1	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
Individual #2	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
Individual #3	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	

OBSERVATION GUIDE

0 Does not currently communicate weekly work schedule when given all levels of support

1 Communicates and responds to questions about weekly work schedule only when support person says the days or models with communication device, e.g., "You work on Tuesday and Thursday. I'll help you tell Terry the days you work."

2 Communicates and responds to questions about weekly work schedule when support person gives direct verbal/gestural prompts, e.g., "Tell Terry what days of the week you work."

3 Communicates and responds to questions about weekly work schedule given only indirect prompting, e.g., "Don't you work on another day, too?"

4 Independently communicates and responds to questions about weekly work schedule with little or no difficulty

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Video Practice Scoring Sheet **WESS** - *Workplace and Employability Skills Summary for Supported Employment*

Workplace Basics and Community Integration

Competency 4.4.1A Attends to work tasks from beginning through completion; *skills to include but not limited to: demonstrates initiative and motivation, concentrates on task at hand with minimal reaction to distraction, returns to task if interrupted, deals with change and shows flexibility, maintains nondisruptive behavior while working*

PERFORMANC E RECORD	Obs #	Performance Level	Direct Obs.	Prev. Exp.	3rd Party	Comments
Individual #1	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
Individual #2	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	
Individual #3	1	0 1 2 3 4	☐	☐	☐	
	2	0 1 2 3 4	☐	☐	☐	
	3	0 1 2 3 4	☐	☐	☐	

OBSERVATION GUIDE

0 Does not currently attend to work tasks when given full physical and direct verbal assistance

1 Attends to work tasks only with full physical assistance from support person, including hands-on guidance as well as direct verbal support, e.g., "Let me help you wipe the tables."

2 Attends to work tasks when given instruction from support person, e.g., "You need to wipe the tables first, then go on to the chairs."

3 Attends to work tasks with only indirect prompting, e.g., "What do you need to clean first

4 Independently completes work tasks with little or no difficulty

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Appendix I
POWER Evaluation Surveys

POWER INSTRUCTOR SATISFACTION SURVEY

Today's Date: ____________________

What is the number of consumers/students at your agency who participate in POWER? __________

DIRECTIONS: Please rate each item by circling the number that indicates your response.

1	2	3	4	5
Strongly Disagree	**Disagree**	**No Opinion**	**Agree**	**Strongly Agree**

Item	Circle your response.				
1. Overall, POWER significantly helps me to meet the work and employability needs of the consumers with whom I work.	1	2	3	4	5
2. Overall, I am satisfied with the training and technical support I receive related to the POWER assessment materials, curriculum modules, and computerized management information system.	1	2	3	4	5
3. The POWER training videos adequately prepared me to conduct performance observations of consumers.	1	2	3	4	5
4. The POWER performance observations are an effective way to assess and monitor consumers' work & employability skills .	1	2	3	4	5
5. Conducting performance observations is useful in helping me to determine appropriate job matches for the consumers with whom I work.	1	2	3	4	5
6. The WESS Individual Profile is a useful means of communicating with other agencies and individuals about a consumer's strengths and abilities.	1	2	3	4	5

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7. The POWER curriculum modules in the area of Career Development (*developing a resume, participating in a job interview, telling time, using a public pay phone, etc.*) help me to meet the training needs of consumers.	1	2	3	4	5
8. The POWER curriculum modules in the area of Workplace Basics and Community Integration (*riding public transportation, following traffic signals and signs, grooming and dressing appropriately for work, completing job duties correctly and on time, etc.*) help me to meet the training needs of consumers.	1	2	3	4	5
9. The POWER curriculum modules in the area of Use of Natural Supports (*interacting appropriately with co-workers during work and breaks, participating in social activities with co-workers outside of work hours, identifying support persons at work and in the community, etc.*) help me to meet the training needs of consumers.	1	2	3	4	5
10. The POWER training manual adequately prepared me to use the POWER computerized management information system.	1	2	3	4	5
11. I am satisfied with the ongoing technical assistance and support I receive from CASAS in using the POWER computerized management information system.	1	2	3	4	5
12. The POWER computerized management information system is easy to use.	1	2	3	4	5

13. In what ways have your consumers benefited from the POWER program?

14. In what ways could the POWER system be improved to better meet your consumers' needs?

Thank you for completing this survey.

POWER EMPLOYER SATISFACTION SURVEY

Today's Date: ____________________

Company Name: ____

How would you categorize your company?

_____Arts, Design, Entertainment, Sports & Media
_____Building and Grounds Cleaning & Maintenance
_____Community & Social Services
_____Other *Please specify*: ____________________________________
_____Office & Administrative Support
_____Food preparation and Serving related
_____Sales and related

How many individuals does your company currently employ through the school job or supported employment program? __________

How long has your company been employing individuals through this employment program?
______yrs ______ months

DIRECTIONS: Please rate each item according to the following scale by placing a checkmark in the appropriate box. Write your comments in the section "Comments."

1	2	3	4	5
Very poor	Poor	Okay	Good	Excellent

ITEM	1 Very Poor	2 Poor	3 Okay	4 Good	5 Excel-lent
1. The quality of overall services the employment program has provided your company (job match, on-the-job training and support, follow-up services, etc.) Comments:					
2. The employment program's response to your questions, concerns, and requests in a prompt, helpful, and professional manner. Comments:					

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ITEM	1 Very Poor	2 Poor	3 Okay	4 Good	5 Excellent
3. Extent to which the employment program provided the services promised (job match, on-the-job training and support, follow-up services, etc.)					
Comments:					
4. Support specialist's (employment specialist, job coach) response to your questions, concerns, and requests in a prompt, helpful, and professional manner.					
Comments:					
5. Support specialist's willingness to help resolve employee(s) problems on the job.					
Comments:					
6. The effectiveness of the training and support provided by the support specialist in improving the employee's work performance.					
Comments:					
7. Your satisfaction with the work-related attitude and habits (punctuality, hygiene, effort) of the employee(s) hired through the employment program.					
Comments:					
8. Your satisfaction with the quality of work of the employee(s) hired through the employment program.					
Comments:					

ITEM	1 Very Poor	2 Poor	3 Okay	4 Good	5 Excellent
9. Your satisfaction with the progress shown by the employee(s) hired through the employment program.					

Comments:

10. In what ways has hiring employees through the job or supported employment program been a benefit to your company?

____

____

____

11. In what ways could the services of the job or supported employment program be improved to better meet your company's needs?

____

____

____

12. In your opinion, in what skills do the supported employees at your company need the most support in order to be successful on the job.

____

____

____

Thank you for completing this survey. We value your input.

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POWER PARENT/GUARDIAN SATISFACTION SURVEY

Today's Date: ____________________

What program does your son or daughter attend for employment training? (community college, rehabilitation center, adult center):

____

How long has your son or daughter been in this program? ____years ____months

DIRECTIONS: Please rate each item according to the following scale by placing a checkmark in the appropriate box. Write your comments in the section, "Comments."

1	2	3	4	5
Very poor	Poor	Okay	Good	Excellent

ITEM	1 Very Poor	2 Poor	3 Okay	4 Good	5 Excel-lent
1. The overall quality of services the employment program provides your son or daughter (assessment, job match, on-the-job training and support, follow-up services, etc.)					
Comments:					
2. The employment program's response to your questions, concerns, and requests in a prompt, helpful, and professional manner.					
Comments:					
3. Extent to which the employment program provides the services to your son or daughter, which you expected (assessment, job match, on-the-job training and support, follow-up services, etc.)					
Comments:					

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ITEM	1 Ver Poor	2 Poo	3 Oka	4 Goo	5 Excel-lent
4. Your satisfaction with the assessment process used to determine your son or daughter's work & employability skills by observing him/her at 2-3 separate points throughout the year.					
Comments:					
5. The usefulness of the training and support your son or daughter receives in helping him/her be successful on the job.					
Comments:					
6. The training/support your son or daughter receives in the area of Career Development (developing a resume, participating in a job interview, telling time, using a public pay phone, etc.)					
Comments:					
7. The training/support your son or daughter receives in the area of Workplace Basics and Community Integration (riding public transportation, following traffic signals and signs, grooming and dressing appropriately for work, completing job duties correctly and on time, etc.)					
Comments:					
8. The training/support your son or daughter receives in the area of Use of Natural Supports (interacting appropriately with co-workers during work and breaks, participating in social activities with co-workers outside of work hours, identifying support persons at work and in the community, etc.)					
Comments:					

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ITEM	1 Ver Poor	2 Poo	3 Oka	4 Goo	5 Excellent
9. Your satisfaction with your son or daughter's overall progress in work-related and employability skills.					
Comments:					

10. In what ways has your son or daughter benefited from the employment program?

11. In what ways could the services of the employment program be improved to better meet your son or daughter's needs?

Thank you for completing this survey. We value your input.

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POWER STUDENT/CONSUMER SATISFACTION SURVEY

Today's Date: ______________________________

Which sentence fits you? Check one.

___I am working full time at a paid job (35 hours a week or more).

___I am working part time at a paid job (34 hours a week or less).

___I am working at a volunteer job that is unpaid.

What program do you attend (community college, adult center, other)?

____

What company do you work for?

____

What is your job title/position?:

____

How long have you been working at this job? _____years _____months

How much do you earn per hour? $________

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DIRECTIONS: Please answer each question by circling the number that says how you feel. Write your comments where it says "Comments."

QUESTION	YOUR RESPONSE		
	☹ 1 Unhappy	😐 2 Okay	☺ 3 Happy
How do you feel about your job?	1	2	3
Comments:			
How do you feel about your work schedule (hours and days you work)?	1	2	3
Comments:			
How do you feel about the amount of choice you had in choosing your job?	1	2	3
Comments:			
How do you feel about how your relationships with your co-workers?	1	2	3
Comments:			

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QUESTION	YOUR RESPONSE		
	☹ 1 Unhappy	😐 2 Okay	☺ 3 Happy
How do you feel about how your job coach treats you?	1	2	3
Comments:			
How do you feel about the help your job coach gives you?	1	2	3
Comments:			
How do you feel about the supported employment services you receive from the community college? Comments:	1	2	3
How do you feel about the amount of choice you have in planning your job goals? Comments:	1	2	3
How do you feel about the help you have received in how to plan job goals and get a job? Comments:	1	2	3

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QUESTION	YOUR RESPONSE		
	☹ 1 Unhappy	😐 2 Okay	☺ 3 Happy
How do you feel about the help you have received in how to do your job the right way? Comments:	1	2	3
How do you feel about the help you have received in knowing how to get help on the job and in the community when you need it? Comments:	1	2	3
How do you feel about the help you have received in how to get along with your co-workers? Comments:	1	2	3
How do you feel about your progress/growth as a worker? Comments:	1	2	3

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What kinds of things has your job coach/support person helped you with?

1. ______________________________

2. ______________________________

3. ______________________________

What kinds of things would you like your job coach/support person to help you with?

1. ______________________________

2. ______________________________

3. ______________________________

Thank you for completing this survey. We value your opinion

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Appendix J

Budget and Summary

Project POWER Budget

	Year 1	(in-kind)	Year 2	(in-kind)	Year 3	(in-kind)
1. Personnel						
Professional						
CASAS Exec. Director (.05 FTE)	$4,443	$4,443	$4,531	$4,531	$4,622	$4,622
Community Options Exec. Director (.05 FTE)		3,014		3,074		3,135
CASAS Project Manager (.70 FTE)	37,795		38,550		39,321	
CASAS Specialists (.25 FTE)	12,655	5,026	12,908	5,126	13,166	5,228
CASAS Data Analyst (.10 FTE)	3,668		3,741		3,816	
Community Options Transition Trainer (.60 FTE)	19,123		19,505		19,895	
Research Assistant (.25 FTE)	7,852		8,009		8,169	
Total Professional	**$85,536**	**$12,483**	**$87,244**	**$12,731**	**$88,989**	**$12,985**
CASAS Administrative/Clerical						
Clerical Support (.15 FTE)	2,160		2,203		2,247	
Total Administrative/Clerical	**$2,160**		**$2,203**		**$2,247**	
Total Personnel	**$87,696**	**$12,483**	**$89,447**	**$12,731**	**$91,236**	**$12,985**
2. Fringe Benefits @ 33.8% of Salaries						
Total Personnel	**$29,641**	**$4,219**	**$30,233**	**$4,303**	**$30,838**	**$4,389**
(Payroll Taxes 11.35%)						
(Workmen's Comp 1.53)						
(Medical Insurance 13.75)						
(Vacation/Sick Leave 7.17%)						
3. Travel						
In-State						
Travel to San Diego from 1 site (CA) - 1 person ($130 per diem*2 days + $250 Reg + $350 airfare)			860		860	
Out-of-State						
Travel to San Diego from 3 sites - 1 person ea. (NC, AZ, IA) ($130 per diem*2 days + $250 Reg + $356 av. airfare)			2,600		2,600	
Project Director's Mtg/Wash.D.C. (2 trips)	3,000		3,000		3,000	
Total Travel	**$3,000**		**$6,460**		**$6,460**	
4. Equipment	**0**		**0**		**0**	
5. Supplies	**$1,500**		**$1,500**		**$1,500**	
6. Contractual	**0**		**0**		**0**	
0						
7. Construction	**0**		**0**		**0**	
8. Other						
Telephone/FAX ($100 mo. *12)	1,200		1,200		1,200	
Printing/Duplicating	2,500		2,250		2,000	
Facilities/Equipment Rental/Maintenance	4,040		3,500		3,100	
Postage/Shipping	1,506		1,506		1,000	
Distance Training Video	7,800	6,248	2,750	6,248	1,500	6,248
Total Other	**$17,046**	**$6,248**	**$11,206**	**$6,248**	**$8,800**	**$6,248**
9. Total Direct Costs	**$138,883**	**$22,950**	**$138,846**	**$23,282**	**$138,834**	**$23,622**
10. Indirect Costs @ 8%	**$11,111**	**$1,836**	**$11,108**	**$1,863**	**$11,107**	**$1,890**
Indirect charges are for administrative expenses not included as a part of the direct expense, i.e., insurance, audit, legal, equipment amortization, administrative salaries and benefits, director's fees, payroll processing.						
11. Training Stipends	**0**	**0**	**0**	**0**	**0**	**0**
12. TOTAL COSTS	**$149,994**	**$24,786**	**$149,954**	**$25,145**	**$149,940**	**$25,512**

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CASAS POWER II Final Year Project Budget

	Category	Federal Allocated Year Three	Expended 10/01/00 – 12/31/01	Balance 01/01/02	In-kind Allocated Year Three	Expended 10/01/00 – 12/31/01	Balance 01/01/02
1.	Personnel	$91,236	$81,622.75	0	$12,985	$12,985	0
2.	Fringe Benefits	30,838	23,356.35	0	4,389	4,389	0
3.	Travel	6,460	7418.48	0	0	0	0
4.	Equipment	0	0	0	0	0	0
5.	Supplies	1,500	4334.62	0	0	0	0
6.	Contractual	0	0	0	0	0	0
7.	Construction	0	0	0	0	0	0
8.	Other	8,800	27,396.58	0	6,248	6,248	0
9.	Total Direct Costs	138,834	144,128.78	0	23,622	23,622	0
10.	Indirect Costs	11,107	11,530.33	0	1,890	1,890	0
11.	Training Stipends	0	0	0	0	0	0
12.	**Total Costs**	**$149,940**	**$155,659.11***	**$0**	**$25,512**	**$25,512**	**$0**

* There was a carryover of $5,838.63 from Year 2

Appendix K
CASAS Competency List

CASAS LIFE SKILL COMPETENCIES

0. Basic Communication

0.1 Communicate in interpersonal interactions

- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
- 0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
- 0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)
- 0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
- 0.1.5 Identify or use appropriate classroom behavior
- 0.1.6 Clarify or request clarification

0.2 Communicate regarding personal information

- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

1. Consumer Economics

1.1 Use weights, measures, measurement scales, and money

- 1.1.1 Interpret recipes
- 1.1.2 Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)
- 1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
- 1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)
- 1.1.5 Interpret temperatures (see also 6.6.4)
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (S) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)
- 1.1.7 Identify product containers and interpret weight and volume
- 1.1.8 Compute averages (see also 6.7.5)
- 1.1.9 Interpret clothing and pattern sizes and use height and weight tables

1.2 Apply principles of comparison shopping in the selection of goods and services

- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price or quality to determine the best buys for goods and services
- 1.2.3 Compute discounts (see also 6.4.1)
- 1.2.4 Compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics

1.3 Understand methods and procedures used to purchase goods and services

- 1.3.1 Compare different methods used to purchase goods and services
- 1.3.2 Interpret credit applications and recognize how to use and maintain credit
- 1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges
- 1.3.4 Use catalogs, order forms, and related information to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use coin-operated machines
- 1.3.7 Interpret information or directions to locate merchandise (see also 2.5.4)
- 1.3.8 Identify common food items
- 1.3.9 Identify common articles of clothing

1.4 Understand methods and procedures to obtain housing and related services

- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information
- 1.4.3 Interpret lease and rental agreements
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights
- 1.4.6 Interpret information about housing loans and home-related insurance
- 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord (see also 1.7.4)
- 1.4.8 Recognize home theft and fire prevention measures

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1.5 Apply principles of budgeting in the management of money

1.5.1 Interpret information about personal and family budgets
1.5.2 Plan for major purchases (see also 1.5.1)
1.5.3 Interpret bills (see also 2.1.4)

1.6 Understand consumer protection measures

1.6.1 Interpret food packaging labels (see also 1.2.1. 3.5.1)
1.6.2 Identify consumer protection resources available when confronted with fraudulent practices
1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
1.6.4 Check sales receipts

1.7 Understand procedures for the care, maintenance, and use of personal possessions

1.7.1 Interpret product guarantees and warranties
1.7.2 Interpret clothing care labels
1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
1.7.4 Interpret maintenance procedures for household appliances and personal possessions
1.7.5 Interpret information to obtain repairs

1.8 Use banking and financial services in the community

1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM
1.8.2 Interpret the procedures and forms associated with banking services, including writing checks
1.8.3 Interpret interest or interest-earning savings plans
1.8.4 Interpret information about the types of loans available through lending institutions
1.8.5 Interpret information on financial agencies and financial planning

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

1.9.1 Interpret highway and traffic signs (see also 2.2.2)
1.9.2 Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)
1.9.3 Compute mileage and gasoline consumption
1.9.4 Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)
1.9.5 Interpret information related to the selection and purchase of a car
1.9.6 Interpret information related to automobile maintenance
1.9.7 Recognize what to do in case of automobile emergencies
1.9.8 Interpret information about automobile insurance

2. Community Resources

2.1 Use the telephone and telephone book

2.1.1 Use the telephone directory and related publications to locate information
2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)
2.1.3 Interpret information about time zones (see also 2.3.1)
2.1.4 Interpret telephone billings
2.1.5 Interpret telegram rates and procedures
2.1.6 Interpret information about using a pay telephone
2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4)
2.1.8 Use the telephone to make and receive routine personal and business calls

2.2 Understand how to locate and use different types of transportation and interpret related travel information

2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)
2.2.2 Recognize and use signs related to transportation (see also 1.9.1)
2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
2.2.4 Interpret transportation schedules and fares
2.2.5 Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1)

2.3 Understand concepts of time and weather

2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)
2.3.2 Identify the months of the year and the days of the week
2.3.3 Interpret information about weather conditions

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2.4 Use postal services

2.4.1 Address letters and envelopes
2.4.2 Interpret postal rates and types of mailing services
2.4.3 Interpret postal service forms and instructions on returned mail
2.4.4 Purchase stamps and other postal items and services
2.4.5 Interpret procedures for tracing a lost letter or parcel
2.4.6 Interpret a postal money order form

2.5 Use community agencies and services

2.5.1 Locate and utilize services of agencies that provide emergency help
2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers
2.5.3 Locate medical and health facilities in the community (see also 3.1.3)
2.5.4 Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)
2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications
2.5.6 Use library services
2.5.7 Interpret permit and license requirements (see also 1.9.2)
2.5.8 (unassigned)
2.5.9 Identify child care services in the community (see also 3.5.7)

2.6 Use leisure time resources and facilities

2.6.1 Interpret information about recreational and entertainment facilities and activities
2.6.2 Locate information in TV, movie, and other recreational listings
2.6.3 Interpret information in order to plan for outings and vacations
2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs

2.7 Understand aspects of society and culture

2.7.1 Interpret information about holidays
2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
2.7.3 Interpret information about social issues (see also 2.7.2)
2.7.4 Interpret information about religion
2.7.5 Interpret literary materials such as poetry and literature
2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film

3. Health

3.1 Understand how to access and utilize the health care system

3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
3.1.2 Identify information necessary to make or keep medical and dental appointments
3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers (see also 2.5.3)

3.2 Understand medical and dental forms and related information

3.2.1 Fill out medical health history forms
3.2.2 Interpret immunization requirements
3.2.3 Interpret information associated with medical, dental, or life insurance
3.2.4 Ask for clarification about medical bills

3.3 Understand how to select and use medications

3.3.1 Identify and use necessary medications (see also 3.3.2, 3.3.3)
3.3.2 Interpret medicine labels (see also 3.3.1, 3.4.1)
3.3.3 Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1)

3.4 Understand basic health and safety procedures

3.4.1 Interpret product label directions and safety warnings (see also 1.7.3, 3.3.2)
3.4.2 Identify safety measures that can prevent accidents and injuries
3.4.3 Interpret procedures for simple first-aid
3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.1.1)
3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained

3.5 Understand basic principles of health maintenance

3.5.1 Interpret nutritional and related information listed on food labels (see also 1.6.1)
3.5.2 Select a balanced diet
3.5.3 Interpret food storage information
3.5.4 Identify practices that promote dental health
3.5.5 Identify practices that promote cleanliness and hygiene
3.5.6 Interpret information and identify agencies that assist with family planning (see also 2.5.3, 3.1.3)

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3.5.7 Identify child-rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)
3.5.8 Identify practices that promote mental well being
3.5.9 Identify practices that promote physical well being

4. Employment

4.1 Understand basic principles of getting a job

4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
4.1.4 Identify and use information about training opportunities (see also 2.5.5)
4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)
4.1.7 Identify appropriate behavior and attitudes for getting a job
4.1.8 Identify common occupations and the skills and education required for them
4.1.9 Identify procedures for career planning, including self-assessment

4.2 Understand wages, benefits, and concepts of employee organizations

4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms
4.2.2 Interpret information about employee organizations
4.2.3 Interpret employment contract and union agreements
4.2.4 Interpret employee handbooks, personnel policies, and job manuals

4.3 Understand work-related safety standards and procedures

4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)
4.3.2 Interpret work safety manuals and related information
4.3.3 Identify safe work procedures and common safety equipment, including wearing safe work attire
4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages

4.4 Understand concepts and materials related to job performance and training

4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)
4.4.4 Interpret job responsibilities and performance reviews (see also 4.4.2)
4.4.5 Identify job training needs and set learning goals
4.4.6 Interpret work specifications and quality standards
4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
4.4.8 Interpret job-related technical information, such as from service manuals and training classes

4.5 Effectively utilize common workplace technology and systems

4.5.1 Identify common tools, equipment, machines, and materials required for one's job
4.5.2 Demonstrate simple keyboarding skills
4.5.3 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
4.5.4 Demonstrate use of common business machines (see also 2.1.7, 2.1.8)
4.5.5 Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts
4.5.6 Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system
4.5.7 Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures

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4.6 Communicate effectively in the workplace

4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3)
4.6.3 Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)
4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)
4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

4.7 Effectively manage workplace resources

4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records

4.8 Demonstrate effectiveness in working with other people

4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
4.8.3 Demonstrate effective communication skills in working with customers and clients
4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

4.9 Understand how social, organizational, and technological systems work, and operate effectively within them

4.9.1 Identify the formal organizational structure of one's work environment
4.9.2 Demonstrate how a system's structures relate to its goals
4.9.3 Identify sources of information and assistance, and access resources within a system
4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

5. Government and Law

5.1 Understand voting and the political process

5.1.1 Identify voter qualifications
5.1.2 Interpret a voter registration form
5.1.3 Interpret a ballot
5.1.4 Interpret information about electoral politics and candidates
5.1.5 Interpret information about special interest groups
5.1.6 Communicate one's opinions on a current issue

5.2 Understand historical and geographical information

5.2.1 Interpret information about U.S. history
5.2.2 Identify or interpret U.S. historical documents
5.2.3 Interpret information about world history
5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
5.2.5 Interpret information about world geography

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5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice

5.3.1 Interpret common laws and ordinances, and legal forms and documents
5.3.2 Identify individual legal rights and procedures for obtaining legal advice (see also 5.3.1)
5.3.3 Interpret basic court procedures
5.3.4 Interpret laws affecting door-to-door sales (see 1.6.2)
5.3.5 Interpret information about traffic tickets
5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
5.3.7 Identify common infractions and crimes, and legal consequences
5.3.8 Identify procedures for reporting a crime

5.4 Understand information about taxes

5.4.1 Interpret income tax forms
5.4.2 Compute or define sales tax
5.4.3 Interpret tax tables (see also 5.4.1, 5.4.2)
5.4.4 Interpret tax information from articles and publications

5.5 Understand governmental activities

5.5.1 Interpret information about international affairs
5.5.2 Interpret information about legislative activities
5.5.3 Interpret information about judicial activities
5.5.4 Interpret information about executive activities
5.5.5 Interpret information about military activities
5.5.6 Interpret information about law enforcement activities
5.5.7 Interpret information about local policy-making groups
5.5.8 Identify local, state and federal government leaders

5.6 Understand civic responsibilities and activities

5.6.1 Interpret information about neighborhood or community problems and their solutions
5.6.2 Interpret information about civic organizations and public service groups
5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes

5.7 Understand environmental and science-related issues

5.7.1 Interpret information about environmental issues
5.7.2 Interpret information related to physics, including energy
5.7.3 Interpret information about earth-related sciences
5.7.4 Interpret information about new technologies and scientific issues

5.8 Understand concepts of economics

5.8.1 Interpret economic information and statistics
5.8.2 Interpret information on economic issues and trends
5.8.3 Interpret information on world economic systems

6. Computation

6.0 Demonstrate pre-computation skills

6.0.1 Identify and classify numeric symbols
6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing
6.0.3 Identify information needed to solve a given problem
6.0.4 Determine appropriate operation to apply to a given problem
6.0.5 Demonstrate use of a calculator

6.1 Compute using whole numbers

6.1.1 Add whole numbers
6.1.2 Subtract whole numbers
6.1.3 Multiply whole numbers
6.1.4 Divide whole numbers
6.1.5 Perform multiple operations using whole numbers

6.2 Compute using decimal fractions

6.2.1 Add decimal fractions
6.2.2 Subtract decimal fractions
6.2.3 Multiply decimal fractions
6.2.4 Divide decimal fractions
6.2.5 Perform multiple operations using decimal fractions
6.2.6 Convert decimal fractions to common fractions or percents

6.3 Compute using fractions

6.3.1 Add common or mixed fractions
6.3.2 Subtract common or mixed fractions
6.3.3 Multiply common or mixed fractions
6.3.4 Divide common or mixed fractions
6.3.5 Perform multiple operations using common or mixed fractions
6.3.6 Convert common or mixed fractions to decimal fractions or percents
6.3.7 Identify or calculate equivalent fractions

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6.4 Compute with percents, rate, ratio, and proportion

- 6.4.1 Apply a percent to determine amount of discount (see also 1.2.3)
- 6.4.2 Apply a percent in a context not involving money
- 6.4.3 Calculate percents
- 6.4.4 Convert percents to common, mixed, or decimal fractions
- 6.4.5 Use rate to compute increase or decrease
- 6.4.6 Compute using ratio or proportion (see also 6.4.5)

6.5 Use expressions, equations, and formulas

- 6.5.1 Recognize and evaluate simple consumer formulas
- 6.5.2 Recognize and apply simple geometric formulas
- 6.5.3 Recognize and apply simple algebraic formulas
- 6.5.4 Recognize and evaluate logical statements

6.6 Demonstrate measurement skills (see also 1.1)

- 6.6.1 Convert units of U.S. standard measurement and metric system (see also 1.1.2, 1.1.4)
- 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles (see also 1.1.2, 1.1.4)
- 6.6.3 Measure area and volume of geometric shapes (see also 1.1.2, 1.1.4)
- 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials (see also 1.1.2, 1.1.4, 1.1.5, 4.3.3, 4.4.3)
- 6.6.5 Interpret diagrams, illustrations, and scale drawings (see also 1.1.4, 4.4.3)
- 6.6.6 Calculate with units of time
- 6.6.7 Solve measurement problems in stipulated situations
- 6.6.8 Interpret mechanical concepts or spatial relationships
- 6.6.9 Use or interpret switches and controls

6.7 Interpret data from graphs and compute averages

- 6.7.1 Interpret data given in a line graph (see also 1.1.3)
- 6.7.2 Interpret data given in a bar graph (see also 1.1.3)
- 6.7.3 Interpret data given in a picture graph
- 6.7.4 Interpret data given in a circle graph (see also 1.1.3)
- 6.7.5 Compute averages, medians, or modes (see also 1.1.8)

6.8 Use statistics and probability

- 6.8.1 Interpret statistical information used in news reports and articles
- 6.8.2 Interpret statements of probability

6.9 Use estimation and mental arithmetic

- 6.9.1 Use computation short cuts
- 6.9.2 Estimate answers

7. Learning to Learn

7.1 Identify or practice effective organizational and time management skills in accomplishing goals

- 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
- 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
- 7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals
- 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.3)

7.2 Demonstrate ability to use thinking skills

- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgements, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives

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7.3 Demonstrate ability to use problem-solving skills

- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
- 7.3.4 Utilize problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 Demonstrate study skills

- 7.4.1 Identify or utilize effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify, utilize, or create devices or processes for remembering information
- 7.4.4 Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use indexes and tables of contents
- 7.4.7 Identify or utilize test-taking skills
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
- 7.4.9 Identify personal learning style

7.5 Understand aspects of and approaches to effective personal management

- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

8. Independent Living

8.1 Perform self-care skills

- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)
- 8.1.2 Recognize and/or demonstrate dressing skills
- 8.1.3 Recognize and/or demonstrate dining skills and manners
- 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property

8.2 Perform home-care skills

- 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2)
- 8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5)
- 8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks
- 8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3)
- 8.2.5 Recognize and/or demonstrate yard and garden tasks and activities
- 8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)

8.3 Use support services to assist in maintaining independence and achieving community integration

- 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, contacts from human service agencies and recreation facilities)

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Appendix L
POWER Priority Basic Skills

Priority POWER Basic Skills
Independent Living, Community Access, and Employability

Following are the priority CASAS competencies and related skills for the POWER assessment relevant to areas of independent living, community access, and employability. The priority competencies were selected from the *CASAS Competency List*, which serves as standards for development of all CASAS assessment. The related skills are more specific and are correlated to these major competencies.

	POWER Competencies from CASAS Competency List	Related Skills
0.	**Basic Communication**	
0.1	**Communicate in interpersonal interactions**	
0.1.1	Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)	
0.1.2	Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)	
0.1.3	Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)	
0.1.4	Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)	*a. Greet appropriate people in community (e.g., bus drivers, clerks, attendants)* *b. Use humor appropriately*
0.1.5	Identify or use appropriate classroom behavior	
0.1.6	Clarify or request clarification	
0.2	**Communicate regarding personal information**	
0.2.1	Respond appropriately to common personal information questions	
0.2.2	Complete a personal information form	
0.2.3	Interpret or write a personal note, invitation, or letter	
0.2.4	Converse about daily and leisure activities and personal interests	*a. Share personal experiences appropriately, (i.e., time, place, persons)* *b. Limit interactions with strangers*
1.	**Consumer Economics**	
1.1	**Use weights, measures, measurement scales, and money**	

1.1.6 Count, convert, and use coins and currency, and recognize symbols such as ($) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)

2. Community Resources

2.1 Use the telephone and telephone book

2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)

2.1.6 Interpret information about using a pay telephone

2.2 Understand how to locate and use different types of transportation and interpret related travel information

2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)

2.2.2 Recognize and use signs related to transportation (see also 1.9.1)

2.2.3 Identify or use different types of transportation in the community, and interpret traffic information

a. Access public transportation

b. Demonstrate appropriate behaviors while using public transit, streets, establishments

c. Follow safety guidelines in the community; avoid dangerous areas; avoid travel alone at night

2.2.4 Interpret transportation schedules and fares

2.2.5 Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1)

2.3 Understand concepts of time and weather

2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)

2.3.2 Identify the months of the year and the days of the week

2.3.3 Interpret information about weather conditions

2.5 Use community agencies and services

2.5.1 Locate and utilize services of agencies that provide emergency help

2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers

- *Use facilities in the community to meet daily living needs (e.g grocery, shopping, restaurants)*
- *Plan and implement leisure activities, including participating in community activities and organizations*

2.5 Locate medical and health facilities in the community (see also 3.1.3)

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2.5.4	Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)	
2.5.9	Identify child care services in the community (see also 3.5.7)	
2.7	**Understand aspects of society and culture**	
2.7.1	Interpret information about holidays	
2.7.2	Interpret information about ethnic groups, cultural groups, and language groups	
3.	**Health**	
3.2	**Understand medical and dental forms and related information**	
3.2.1	Fill out medical health history forms	
3.2.2.2	Interpret immunization requirements	
3.2.3.3	Interpret information associated with medical, dental, or life insurance	
3.4.2	Identify safety measures that can prevent accidents and injuries	
4.	**Employment**	
4.1	**Understand basic principles of getting a job**	
4.1.1	Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)	
4.1.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application	
4.1.3	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market	
4.1.4	Identify and use information about training opportunities (see also 2.5.5)	*a. Identify and access vocational training options in keeping with career goals*
4.1.5	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses	*a. Complete a job interview using appropriate language*
4.1.6	Interpret general work-related vocabulary (e.g., experience, swing shift)	

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4.1.7 Identify appropriate behavior and attitudes for getting a job

4.1.8 Identify common occupations and the skills and education required for them

4.1.9 Identify procedures for career planning, including self-assessment

- *a. Generate list of personal preferences and strengths*
- *b. Formulate realistic career goals*
- *c. Determine pros and cons when presented with options*
- *d. Maintain personal network for involvement in employment.*

4.2 Understand wages, benefits, and concepts of employee organizations

4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms

4.3 Understand work-related safety standards and procedures

4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)

4.3.2 Interpret work safety manuals and related information

4.3.3 Identify safe work procedures and common safety equipment, including wearing safe work attire

4.3.4 Report unsafe working conditions and work- related accidents, injuries, and damages

4.4 Understand concepts and materials related to job performance and training

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4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement	*a. Attend to work task until completed; deal with interruptions* *b. Work effectively in a variety of environments, (e.g., quiet/noisy, cold/hot, indoor/outdoor, fast-paced/slow-paced, many/few people)* *c. Interact positively with co-workers to complete job tasks, including greeting by name and initiating conversations* *d. Socialize and discuss common-interest topics with co-workers (not only job coach) during lunch and breaks, including establishing commonalities with co-workers (e.g., "we went to the same school")* *e. Follow customs for breaks and meals (e.g., take breaks at same time as co-workers)* *f. Adapt to customs of organization, including dressing according to the image of place of employment*
4.4.2	Identify appropriate skills and education for keeping a job and getting a promotion	
4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)	
4.4.4	Interpret job responsibilities and performance reviews (see also 4.4.2)	*a. Identify supervisor and procedures for receiving assignments*
4.4.5	Identify job training needs and set learning goals	*a. Become more integrated at workplace as job coach fades support*
4.4.6	Interpret work specifications and quality standards	*a. Detect and/or correct errors in own work*
4.4.7	Demonstrate the ability to apply or transfer skills learned in one job situation to another	
4.5	**Effectively utilize common workplace technology and systems**	
4.5.1	Identify common tools, equipment, machines, and materials required for one's job	
4.5.2	Demonstrate simple keyboarding skills	
4.5.3	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)	
4.6	**Communicate effectively in the workplace**	
4.6.1	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism	*a. Interact with and accept assistance/direction/feedback from manager/co-workers when needed to complete job tasks*

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4.6.4	Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion	*a. Deal appropriately with frustration and need for assistance*
4.6.5	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing	*a. Use language, terms and expressions specific to workplace*
4.8	**Demonstrate effectiveness in working with other people**	
4.8.1	Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals	*a. Maintain appropriate contact with co-workers while performing job tasks, yet respect work space of co-workers* *b. Maintain appropriate contact with job supervisor in addition to job coach* *c. Participate in/attend staff meetings* *d. Resolve conflict relationships at work* *e. Participate in social activities with co-workers outside of work hours (e.g., celebrations, parties, movies, sports)*
4.8.3	Demonstrate effective communication skills in working with customers and clients	
4.9	**Understand how social, organizational, and technological systems work, and operate effectively within them**	
4.9.3	Identify sources of information and assistance, and access resources within a system	*a. Use formal supports at the workplace (e.g., car pools, counseling services, gym)* *b. Utilize resources for self-help related to work* *c. Identify and develop support resources at the workplace with job coaches, co-workers, and job supervisors*
5.	**Government and Law**	
5.4	**Understand information about taxes**	
5.4.1	Interpret income tax forms	
5.4.2	Compute or define sales tax	
5.4.3	Interpret tax tables (see also 5.4.1, 5.4.2)	
5.4.4	Interpret tax information from articles and publications	
6.	**Computation**	
6.0	**Demonstrate pre-computation skills**	

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6.0.1 Identify and classify numeric symbols

6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing

6.0.3 Identify information needed to solve a given problem

6.1 Compute using whole numbers

6.1.1 Add whole numbers

6.1.2 Subtract whole numbers

6.6 Demonstrate measurement skills

6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials

7. Learning to Learn

7.1 Identify or practice effective organizational and time management skills in accomplishing goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

7.3 Demonstrate ability to use problem solving skills

7.3.4 Utilize problem solving strategies

7.4 Demonstrate study skills

7.4.3 Identify, utilize, or create devices or processes for remembering information

7.5 Understand aspects of and approaches to effective personal management

7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes

7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem

7.5.3 Identify or use strategies to cope with negative feedback

7.5.4 Identify sources of stress, and resources for stress reduction

7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems

7.5.6 Identify or use strategies for communicating more successfully

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7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

8. Independent Living

8.1 Perform self-care skills

8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)

8.1.2 Recognize and/or demonstrate dressing skills

8.1.3 Recognize and/or demonstrate dining skills and manners

8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property

8.2 Perform home-care skills

8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2)

8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5)

8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks

8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3)

8.2.5 Recognize and/or demonstrate yard and garden tasks and activities

8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)

8.3 Use support resources to assist in maintaining independence and achieving community integration

8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)

8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, contacts from human service agencies and recreation facilities)

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Appendix M
CASAS Instructional Materials Guide/ Quick Search

Instructional Materials Quick Search

The Quick Search database allows the user to:

Search for appropriate instructional materials by:

- Competency
- Title
- Publisher

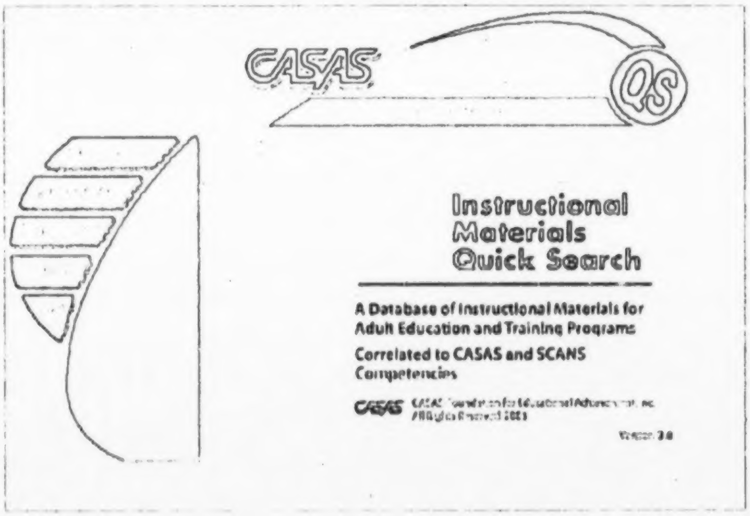
Narrow the scope of selection by:

- CASAS Level (A, B, C, and D)
- Program type (ABE, ESL, Math, and LD)
- Competency Area

Print Reports:

- Competency correlations for selected titles
- Titles related to selected competencies
- Titles by selected publishers
- The CASAS Life Skills Competency List
- The entire list of titles
- The entire list of publishers

The Quick Search database system runs on Windows 95 or higher and requires 4 MB of available hard disk space. No additional software applications are necessary.



Instructional Materials Quick Search

A Database of Instructional Materials for Adult Education and Training Programs

Correlated to CASAS and SCANS Competencies

Available as software (**Quick Search**) or in print form (**Instructional Materials Guide**), this easy to use database contains information on more than 1,800 print, audio, visual, and computer related instructional materials appropriate for use with adults or youth. Both are designed to help educators find instructional materials that apply to over 300 life skill competencies or learning objectives targeted in their curricula.

The CASAS Quick Search database and Instructional Materials Guide cost only $55.00 each plus shipping and handling.

CASAS

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Appendix N
Conference Presentations and Trainings

POWER Conference Presentations

Conference	Date	Location	Presentation Title
NAASLN	Nov-98	New Orleans	POWER Performance Assessment
NAASLN	Oct-99	San Diego	POWER Performance Assessment
CASAS Summer Institute	Jun-99	San Diego	POWER Performance Assessment
CASAS Summer Institute	Jun-00	San Diego	POWER Performance Assessment
CCAE	Nov-00	San Francisco	POWER
AAACE	Nov-00	Providence	POWER
Pacific Rim Conference on Disabilities	Mar-01	Honolulu	It's a POWERful Plan
National Capacity Building Institute	Mar-01	Honolulu	It's a POWERful Plan
YAI Conference	Apr-01	New York City	It's a POWERful Plan
NAASLN	Sep-01	Milwaukee	POWER
Workability I Fall Business Meeting & Training	Nov-01	Los Angeles	POWER 101
CCAE	Nov-01	Los Angeles	POWER 101
CCAE-South Coast Section	Nov-01	Ventura	POWER 101
CCAE North Coast Section	Feb-02	New Haven	POWER 101
NCFL National Conference	Mar-02	Albuquerque	CASAS Overview
CCAE State Conference	Apr-02	San Diego	POWER 101
YAI International Conference	Apr-02	New York City	Using a PBA & Curriculum System
COABE 2002	May-02	Charleston	Providing Basic & Life Skills for Continum of Ability Skills

CASAS POWER TRAINING • JULY 2000- JUNE 2001

Workshop/Agency/Location	Trainer(s)	Training Date
POWER San Diego, CA	Ginny Posey	July 2000
Power Sacramento, CA	Ginny Posey	September 2000
POWER Hacienda La Puente, CA	Ginny Posey	September 2000
POWER San Diego, CA	Virginia Posey Allison Pickering	October 2000
POWER Corcoran, CA	Ginney Posey Allison Pickering	October 2000
Power Training Delano Adult School Delano, CA	Jay Wright	February 2001
POWER Sonoma Developmental Center Sonoma, CA	Jay Wright Lee Bounds	April 2001
POWER Lanterman Developmental Center Pomona, CA	Jay Wright Lee Bounds	April 2001
Power Calif. Dept of Ed Work Ability San Luis Obispo, CA	Jay Wright	May 2001
Powerful Plan SI2001 San Diego, CA	Ginny Posey Jay Wright	June 2001

CASAS POWER TRAINING • SEPTEMBER 2001- MARCH 2002

Workshop/Agency/Location	Trainer(s)	Training Date
2001-2002 POWER Pilot Test CDDS Sacramento, CA	Ginny Posey Jay Wright	September 2001
2001-2002 POWER Piolet Study A Warren McClaskey Adult School Sacramento, CA	Ginny Posey Jay Wright	September 2001
POWER Lanterman Developmental Center Lanterman, CA	Ginny Posey Jay Wright	October 2001
POWER Hacienda La Puente, CA	Ginny Posey Jay Wright	October 2001
POWER Petaluma, CA	Jay Wright Allison Pickering	October 2001
POWER Sonoma, CA	Jay Wright	October 2001
POWER San Diego, CA	Jay Wright Allison Pickering	October 2001
POWER Training California Workability Conference Los Angeles, CA	Jay Wright	November 2001
POWER Hacienda La Puente La Puente, CA	Allison Pickering Ginny Posey Ann Marie Esparza	February 2002
POWER Mount Vernon Developmental Center Mount Vernon, OH	Myra Douglas	March 2002

Appendix O
Contacts and References

CASAS POWER National Model Demonstration Project Addresses

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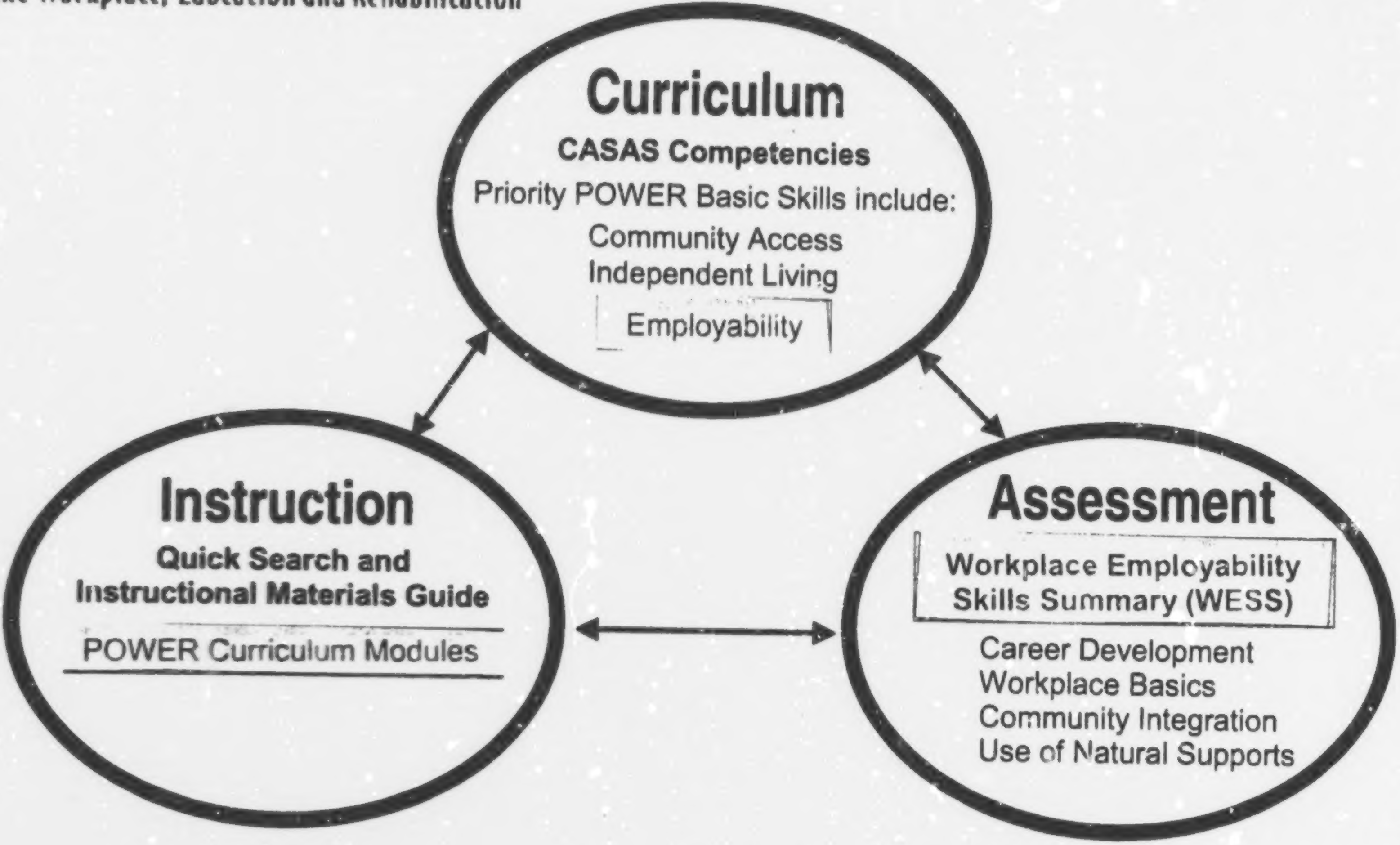
Appendix P
Power Model

Providing Options for
POWER
the Workplace, Education and Rehabilitation

An Integrated Systems Approach



Curriculum

CASAS Competencies

Priority POWER Basic Skills include:
- Community Access
- Independent Living
- Employability

Instruction

Quick Search and Instructional Materials Guide

POWER Curriculum Modules

Assessment

Workplace Employability Skills Summary (WESS)

- Career Development
- Workplace Basics
- Community Integration
- Use of Natural Supports

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Appendix Q

CASAS Skill Level Descriptors for Persons with Developmental Disabilities

CASAS Skill Level Descriptors for Persons with Developmental Disabilities

Scaled Scores	CASAS Level	Descriptors
210	B	**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
200	A	**Beginning Literacy/ Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
190	AA	**Beginning Literacy/ Pre-Beginning** Can use some very simple communication skills with others in daily activities and at work. Can handle most daily living skills such as dressing, hygiene, and meal preparation. Can use some community services such as grocery, banking, and restaurant. Can handle jobs with mild level of support.
180	AAA	**Beginning Literacy/ Pre-Beginning** Can follow some very simple safety practices in the home, community, and the job with help from support person. Can use some very basic community services with help, such as health, transportation, and telephone. Can handle jobs requiring moderate level of support.
160	AAAA	**Beginning Literacy/ Pre-Beginning** Can perform some minimum basic daily living skills, such as meal preparation, hygiene, and dressing with help from support person. Can handle community experiences and jobs requiring intensive level of support.
140	AAAAA	**Beginning Literacy/ Pre-Beginning** Can identify a few common household objects such as comb, toothbrush, and shoes.

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